

DOCUMENT RESUME

ED 205 322

RC 012 835

AUTHOR Hartl, David, Ed.: And Others
 TITLE Small Schools Reading Curriculum, 4-6: Reading, Language Arts, Mathematics, Science, Social Studies. Scope, Objectives, Activities, Resources, Monitoring Procedures.
 INSTITUTION Educational Service District 189, Mt. Vernon, Wash.: Washington Office of the State Superintendent of Public Instruction, Olympia.
 SPONS AGENCY Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
 PUB DATE Dec 77
 NOTE 544p.: For related documents, see RC 012 825-834 and RC 012 836-851.
 EDRS PRICE MF02/PC22 Plus Postage.
 DESCRIPTORS *Behavioral Objectives: Educational Objectives: Informal Assessment: *Instructional Materials: Intermediate Grades: *Learning Activities; Oral Reading: Reading Comprehension: *Reading Instruction: Silent Reading: *Small Schools: State Curriculum Guides: *Student Evaluation: Study Skills: Teaching Methods: Vocabulary Skills: Word Recognition

ABSTRACT

Designed to assist teachers in small schools with the improvement of curriculum and instruction and to help smaller districts which do not have curriculum personnel to comply with Washington's Student Learning Objectives (SLO) Law, this guide contains reading curriculum materials for grades 4-6. The objectives listed are correlated to the Goals for Washington Common Schools and to broad K-12 reading program goals. The arrangement of information is designed to allow districts to personalize the curriculum materials to meet their own educational programs. The format consists of a sequential list of student learning objectives related to a specific area of the reading curriculum, followed by pages which feature one or more objectives and include activities, monitoring procedures, and possible resources used in teaching the objectives. Suggested grade placement of objectives and activities is indicated, and, where applicable, the relatedness of an objective to other curriculum areas is shown. Reading scope areas for grades 4-6 include word recognition skills (phonetic analysis, structural analysis), vocabulary (root words, prefixes, suffixes), comprehension (punctuation, literal, interpretive, evaluation, appreciative), oral and silent reading, study skills (following directions, alphabetizing, dictionary skills, parts of books, reference locating, organizing, outlining, note taking, report writing, retention), and reading in content areas. (CM)

 * Reproductions supplied by EDRS are the best that can be made
 * from the original document.

December 1977

WORKING COPY

ED205322

SMALL SCHOOLS
READING CURRICULUM

GRADES 4-6

Reading · Language Arts · Mathematics · Science · Social Studies

Dr. Frank B. Brouillet, State Superintendent of Public Instruction,
Olympia, Washington

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- ☐ This document has been reproduced as received from the person or organization originating it.
☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

F. Brouillet

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

RC 012835

ACKNOWLEDGMENTS

The Small Schools Student Curriculum Materials were written by a consortium of teachers and administrators from local districts, Educational Service District 189 and the office of Superintendent of Public Instruction.

Small Schools Planning Committee:

JoAnne Nelson, Coordinator, Small Schools Project ESD 189
Dr. David Hartl, Assistant Superintendent, C & I, ESD 189
Robert Gilden, Administrative Assistant, Lake Stevens School District
Eugene Elledge, Assistant Superintendent, Monroe School District
Don Van Liew, Elementary Principal, Granite Falls School District
Robert Estes, Director of Curriculum, Lake Stevens School District
Ronald Crawford, Assistant Superintendent, Snohomish School District
Richard Reim, Elementary Principal, Stanwood School District
Tom Sofie, Elementary Principal, Sultan School District
Dr. Donald Hair, Assistant Superintendent, SPI
Therese Destito, Supervisor, Small Schools Project, SPI

Reading Committee 4-8:

Lana Andrews, Teacher, Monroe School District
Gordon Birkliid, Elementary Principal, Lake Stevens School District
Dorothy A. Bolton, Teacher, Lakewood School District
Rebecca Bouchard, Teacher, Stanwood School District
Carroll Brown, Elementary Principal, Snohomish School District
Dana M. Brown, Teacher, South Whidbey School District
JoAnn Douglas, Teacher, Sultan School District
Jon Floyd, Teacher, Monroe School District
John Hager, Elementary Vice-Principal, Sultan School District
Marvin Hendrickson, Elementary Principal, Arlington School District
Linda Kavaney, Teacher, Arlington School District
Don Keith, Teacher, Lake Stevens School District
Gaylord Luginsland, Elementary Principal, South Whidbey School District
Lynette Lundberg, Teacher, Sultan School District
Nellie B. Motes, Teacher, Darrington School District
John Pershall, Teacher, Darrington School District
Imogene Raines, Teacher, Snohomish School District
Mary E. Requa, Teacher, Darrington School District
William Robinson, Teacher, Stanwood School District
Dawn Runyan, Teacher, Lake Stevens School District
John B. Steele, Teacher, Arlington School District
William Stocklin, Teacher, Lakewood School District
Brownie Wilson, Elementary Principal, Stanwood School District

Reading - Special Consultants:

Margaret Olson, Supervisor, Right to Read, SPI
Myrtle Snyder, Supervisor, Reading, SPI
Nancy Angello, Consultant

Dr. David Hartl, ESD 189, Editor
JoAnne Nelson, ESD 189, Editor
Therese Destito, SPI, Editor

APPRECIATION

Many educators have been involved in the development of the Small Schools curriculum materials. Of these, Robert Groeschell, now retired from the office of the State Superintendent of Public Instruction, deserves special recognition of his insight, leadership and support in initiating the Small Schools Curriculum Project.

In order to provide assistance to small school districts, a curriculum assessment was conducted by Mr. Groeschell in the spring of 1975. The findings of this assessment pointed out the need for the development of curriculum guidelines to assist small districts in identifying learning objectives and in planning for program implementation. These findings were used to provide the basis for originally funding the Small Schools Curriculum Project.

ACKNOWLEDGMENTS (cont'd.)

Resource Personnel:

Terry Beatty, Cover Illustration and Illustrator, ESD 189
Meri Smith, Cover Design, SPI
Ron Dubuque, Coordinator, Instructional Materials Center, ESD 189
Ron Fernandes, Public Information Officer, ESD 189

Office Services:

Phyllis Wilson, Secretary, SPI
Evelyn Sigler, Secretary, ESD 189
Mary Richter, Editorial Assistant
Nancy French, Assistant
Marcia Calkins, Typist
Joan Crosby, Typist
Marilyn Lane, Typist
Janet Newell, Typist

TABLE OF CONTENTS

	PAGE
Introduction.....	vi
Organization of Small Schools Materials.....	vi
Relationship to SLO Law.....	vii
Format.....	viii
Definition of Format Terms.....	x
Reading Program Goals.....	xii
Goals for the Washington Common Schools.....	xiii
Reading Scope (K-8).....	xv
Reading Objectives, Activities, Monitoring Procedures and Resources.....(See Reading Scope).....	xv

INTRODUCTION

The Small Schools materials were developed through the cooperative efforts of three levels of educational organizations: local, regional, and state. Sixty intermediate and junior high/middle school teachers and 17 principals from small districts in Snohomish and Island Counties (Arlington, Darrington, Granite Falls, Lake Stevens, Lakewood, Monroe, Snohomish, Stanwood, Sultan, South Whidbey and Monroe Christian School), developed and sequenced student learning objectives for grades four through eight in three curriculum areas: reading, language arts and mathematics. Suggested activities, monitoring procedures and possible resources used in teaching the objectives were identified and each student learning objective was correlated to the State Goals for Washington Common Schools and to broad program goals.

On the following pages you will find the Small Schools Reading Curriculum Materials for grades four through six. Included are student learning objectives, suggested activities, suggested monitoring procedures and possible resources. These materials and the Small Schools Reading materials for grades four through six were developed during the 1976-77 school year. Small Schools Reading materials for grades kindergarten through three are also available. The primary materials were developed during 1975-76 and piloted in 1976-77 in more than twenty small districts within the state. Pilot districts included the districts which originally developed the materials, as well as Methow Valley, Chelan, Entiat, Orondo, Leavenworth, Peshastin-Dryden, Washtucna, Wapluke, Royal City, Wilson Creek, Othello and Quincy. Personnel from ESD 189 and 171 assisted with the implementation of the pilot materials by providing regional organization, coordination, technical assistance and secretarial services. Data collected from the pilot districts were used to modify the materials in preparation for publication and statewide distribution.

Original funding for the project was made available through a Title IV Part C grant awarded to the Lake Stevens School District. Technical assistance in the development of the winning proposal was provided by ESD 189 and SPI. Since November 1975 funds for the project have been made available through the budget of the Superintendent of Public Instruction, Division of Instructional Programs, ESD 189 and the office of the Superintendent of Public Instruction have worked cooperatively to provide participating districts with curriculum assistance, organization leadership, editorial services and the publication of materials. Curriculum specialists from Washington colleges, universities and local school districts also assisted with the development of materials.

ORGANIZATION OF THE SMALL SCHOOLS MATERIALS

Book covers and objective pages for all Small Schools materials have been color-coded for each subject: Reading--green, Language Arts--yellow, Mathematics--blue, Social Studies--buff and Science--pink. Following each colored objective page there are several pages which identify activities, resources and monitoring procedures which may be used when teaching to the

objectives. See pages viii and ix of this book for a more detailed explanation of the format. On that objective page all objectives for an area of the scope are identified. Within each curriculum book the objectives have been correlated to the goals for the Washington Common Schools and to the Small Schools Program Goals for that subject area.

Accompanying the Small Schools curriculum books are resource assessment booklets for reading, language arts and mathematics, grades K-3. Within each assessment booklet test items are provided for a selected number of Small Schools objectives. The suggested test items may be used directly by teachers to assess student performance, or they may serve as models for other test items to be developed by the classroom teacher.

Another booklet containing only the Small Schools objectives is available. This booklet contains objectives for reading, language arts and mathematics, grades K-8, and for science and social studies, grades K-3. Also within this booklet are the program goals and the scope for each curriculum area.

RELATIONSHIP TO THE SLO LAW

The purpose of this book and all other Small Schools materials is to assist teachers with the improvement of curriculum and instruction. In addition, it is expected that many smaller districts lacking curriculum personnel will find this book helpful in complying with the SLO Law. (This Law requires districts to identify student learning objectives and to evaluate each student's performance related to the attainment of the objectives.) Contained within this book are many more objectives than any district would choose to identify as their SLO objectives. In order to provide districts with assistance in identifying objectives which might compose their SLO list, selected objectives are marked with an asterisk (*). These objectives have been selected with the understanding that they serve only as a model when using the Small Schools materials in helping districts to meet the requirements of the SLO Law.

For more information concerning the SLO Law, see the Handbook for School District Implementation of the Student Learning Objectives Law available from the office of the State Superintendent of Public Instruction.

FORMAT

One unique feature of the Small Schools Curriculum is the format or arrangement of information on the page. The format was developed in order to facilitate the transportability of the product by allowing districts to personalize the curriculum materials to meet their own educational programs. The Small Schools Format provides a simple arrangement for listing objectives and identifying activities, monitoring procedures, and resources used in teaching.

Page One

The first format page lists the sequence of student learning objectives related to a specific area of the curriculum for either reading, language arts, mathematics, science or social studies. For each objective a grade placement has been recommended indicating where each objective should be taught and mastered. The grade recommendation is made with the understanding that it applies to most students and that there will always be some students who require either a longer or shorter time than recommended to master the knowledge, skills and values indicated by the objectives.

Columns at the right of the page have been provided so district personnel can indicate the grade placement of objectives to coincide with the curriculum materials available in their schools. District personnel may also choose to delete an objective by striking it from the list or add another objective by writing it directly on the sequenced objective page.

		Page	Number	Grade	Placement						
		11-12	10-11	9-10	8-9	7-8	6-7	5-6	4-5	3-4	2-3
STUDENT: <u>Reading</u>											
SPECIFIC AREA: <u>Vocabulary: General</u>											
The student knows:											
- context is an aid to getting the meaning of the word. - antonyms are words that have opposite meanings, i.e., alert - drowsy, bleak - cheerful. - most words have multiple meanings. - synonyms are words that have similar meanings, i.e., over - above, ace - ace - careful, acquit - pardon. - homonyms are words that sound the same but have different spelling and meanings, i.e., pear - pair; eight - ate; weight - wait. - homographs are words that are spelled the same but have different derivations and meanings, and may differ in pronunciation, i.e., fair (market) - fair (just); object (noun) - object (verb). - the thesaurus is a resource for building vocabulary by identifying synonyms, antonyms and word usage. - an acronym is a word formed by the initial letters of words in a set phrase. - each subject area has vocabulary unique to the discipline.		11-12	10-11	9-10	8-9	7-8	6-7	5-6	4-5	3-4	2-3
The student is able to:											
- use the context of a selection to aid in pronouncing an unfamiliar word. - use context for the purpose of getting the meaning of an unknown word. - determine pronunciation and meaning of homographs. - recognize and translate signs/symbols which are critical for international survival. - recognize and interpret abbreviations. - expand general vocabulary through involvement in reading. - use the thesaurus to locate synonyms, antonyms and specialized vocabulary. - use the specialized vocabulary to increase comprehension in the subject area.		11-12	10-11	9-10	8-9	7-8	6-7	5-6	4-5	3-4	2-3
The student values:											
- and appreciates the power of words. - an expanding meaning vocabulary as an aid to understanding and communication.		11-12	10-11	9-10	8-9	7-8	6-7	5-6	4-5	3-4	2-3

Format, continued

Page Two

On the second format page, one or more objectives from the first format page are rewritten and suggested activities, monitoring procedures and resources used in teaching to the objective(s) are identified. The objectives are correlated to the State Goals for Washington Common Schools and to broad K-12 program goals. The suggested grade placement of the objectives and the activities is indicated and, wherever applicable, the relatedness of an objective to other curriculum areas have been shown.

Below is an example of a completed second format page. Teachers and principals in local districts may personalize this page by listing their own resources and by correlating their district goals to the student learning objectives.

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4-8

Student Learning Objective(s) <u>A. The student knows context is an aid to getting the meaning of</u>	State Goal	1,10
<u>a word. B. The student is able to use the context of a selection to aid in pronouncing an</u>	District Goal	
<u>unfamiliar word. C. The student is able to use context for the purpose of getting the meaning</u>	Program Goal	3,6
<u>of an unknown word.</u>		
Related Area(s) _____		

Suggested Activities: Grade(s) <u>4-6</u>	Suggested Monitoring Procedures	Possible Resources
<u>Title:</u> Context Questions <u>Group Size:</u> small group, entire class <u>Materials:</u> sample questions for context <u>Procedure(s):</u> - Discuss different kinds of context questions with the students. (See samples below.) Start with the definition question. - Put the following definition question on the chalk-board: "As he glided through the water, he met a <u>school</u> of small, flat fish." - Ask the students to define the meaning of the word <u>school</u> in the above sentence. - Give a sentence example where <u>school</u> is used in a different way. - Continue with other types of context questions. <u>Examples:</u> - The Definition Question: What does <u>school</u> mean in this sentence? "As he glided through the water, he met a <u>school</u> of small, flat fish." - The Semantic Question: "What other meanings do you know for the word <u>school</u>?" - The Synonym Question: What other word(s) could be substituted for <u>strict</u> in the following sentence without changing the meaning of the sentence? "Jefferson began a policy of <u>strict</u> economy." - The Antonym Question: "What word(s) could we substitute for <u>strict</u> in the above sentence to make the sentence mean the opposite of what it does now?"	Monitor students in reading groups for proficiency in using context clues.	How To Teach Reading, Revised Edition, Morton Botei, Follett Publishing Co. District Resources

DEFINITION OF FORMAT TERMS
Small Schools Curriculum Project

Subject indicates a broad course of study. The subject classifies the learning into one of the general areas of the curriculum, i.e., reading, mathematics, social studies.

Specific Area indicates a particular learning category contained within the subject. Within the subject of reading there exist several specific areas, i.e., comprehension, study skills, word attack skills.

State Goal indicates a broad term policy statement relating to the education of all students within the State of Washington. In 1972, the State Board of Education adopted 10 State Goals for the Washington Common Schools.

District Goal generally reflects the expectations of the community regarding the kinds of learning that should result from school experience. These goals are employed mainly to inform the citizenry of the broad aims of the school. When district goals are correlated to student learning objectives, community members are able to see how their expectations for schools are translated daily into the teaching/learning process of the classroom.

Program Goals are K-12 goals which do not specify grade placement. These goals provide the basis for generating subgoals or objectives for courses or units of study within a subject area. Program goals are used as a basis for defining the outcomes of an entire area of instruction such as mathematics, language arts or social studies.

Student Learning Objective

Three major types of learning objectives which have been identified are knowledge, process and value objectives.

Knowledge Student Learning Objectives identify something that is to be known and begins with the words, "The student knows...". Knowledge objectives specify the knowledge a student is expected to learn. These objectives include categories of learning such as specific facts, principles and laws, simple generalizations, similarities and differences, etc.

An example of a Knowledge Student Learning Objective is: "The student knows guide words in a dictionary indicate the first and last words on the page."

Process Student Learning Objectives identify something the student is able to do, and begins with the words, "The student is able to...". These objectives are associated with the rational thinking processes of communication, inquiry, problem solving, production, service and human relationships.

An example of a Process Student Learning Objective is: "The student is able to associate a consonant sound with the letter name."

Definition of Format Terms

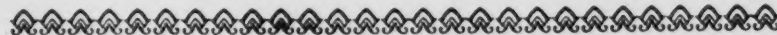
Value Student Learning Objectives identify only the type of values which foster the context of the discipline. These objectives are thought to be most uniformly and consistently approved by society as supporting the major aims of the discipline.

An example of a Value Student Learning Objective is: "The student values reading as a worthwhile leisure time activity."

Suggested Learning Activities describe the behavior of both the teacher and students. The instructional strategies employed by the teacher, as well as the activities undertaken by the students, are included in this section. Each activity includes materials, group size and procedures.

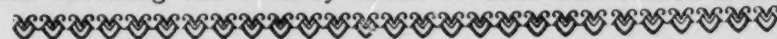
Suggested Monitoring Procedures indicate informal methods for determining the progress a student is making towards the attainment of the objective. These methods include techniques such as teacher observation, student interest and attitude surveys and recording results of classroom instruction.

Possible Learning Resources indicate materials, teacher made or commercially produced, which are needed by both the teacher and students in order to accomplish the learning activities.



Appreciation is extended to Dr. Charles Murray, Superintendent, and the staff of ESD 189 for providing meeting space, equipment and resources which facilitated the development of the Small Schools Curriculum materials.

Additional appreciation is given to the pilot districts and ESDs 171 and 189 for their assistance in field testing and revising the Primary Small Schools Curriculum materials.



SMALL SCHOOLS PROJECT

READING PROGRAM GOALS (K-12)

1. The student desires to read and through self-initiative, seeks out reading for pleasure and knowledge.
2. The student develops a functional reading level to satisfy personal, social, educational, environmental and vocational needs and interests.
3. The student possesses word recognition skills (visual discrimination, auditory discrimination, phonetic analysis and structural analysis) necessary to read.
4. A. The student's vocabulary is expanded through involvement in reading.
B. The student possesses an appreciation for the power of words and proficiency in the use of words.
5. The student possesses listening skills necessary for development in reading.
6. The student possesses comprehension skills necessary to understand, interpret, evaluate and respond to printed materials when reading both orally and silently.
7. The student possesses study skills necessary to satisfy personal, social, educational, environmental and vocational needs and interests.

SMALL SCHOOLS PROJECT

GOALS FOR THE WASHINGTON COMMON SCHOOLS

1. As a result of the process of education, all students should have the basic skills and knowledge necessary to seek information, to present ideas, to listen to and interact with others, and to use judgment and imagination in perceiving and resolving problems.
2. As a result of the process of education, all students should understand the elements of their physical and emotional well-being.
3. As a result of the process of education, all students should know the basic principles of the American democratic heritage.
4. As a result of the process of education, all students should appreciate the wonders of the natural world, human achievements and failures, dreams and capabilities.
5. As a result of the process of education, all students should clarify their basic values and develop a commitment to act upon these values within the framework of their rights and responsibilities as participants in the democratic process.
6. As a result of the process of education, all students should interact with people of different cultures, races, generations, and life styles with significant rapport.
7. As a result of the process of education, all students should participate in social, political, economic, and family activities with the confidence that their actions make a difference.
8. As a result of the process of education, all students should be prepared for their next career steps.
9. As a result of the process of education, all students should use leisure time in positive and satisfying ways.
10. As a result of the process of education, all students should be committed to life-long learning and personal growth.

SMALL SCHOOLS PROJECT

READING SCOPE (K-8)

	PAGE
I. WORD RECOGNITION SKILLS.....	
A. Visual Discrimination -- K-2.....	
B. Auditory Discrimination -- K-1.....	
C. Phonetic Analysis.....	
. Consonants -- K-3 Emphasis -- 4-8 Maintenance.....	
. Vowels -- 1-3 Emphasis -- 4-8 Maintenance.....	
D. Structural Analysis.....	
. Rhyming Endings or Phonograms -- 1-3.....	
. Syllables -- 1-3 Emphasis -- 4-8 Maintenance.....	1
. Compound Words -- 1-3 Emphasis -- 4-8 Maintenance.....	
. Root Words -- 1-3 Emphasis -- 4-8 Maintenance.....	
. Inflected Ending -- 1-3 Emphasis -- 4-8 Maintenance.....	
. Prefixes -- 2-3 Emphasis -- 4-8 Maintenance.....	
. Suffixes -- 2-3 Emphasis -- 4-8 Maintenance.....	
. Contractions -- 1-3 Emphasis -- 4-8 Maintenance.....	
II. VOCABULARY.....	
A. Context and Vocabulary -- K-3.....	
B. General -- 4-8.....	9
C. Root Words, Prefixes, Suffixes -- 4-8.....	41
III. COMPREHENSION.....	
A. Punctuation -- 1-8.....	49
B. Literal -- K-8.....	61
C. Interpretive -- K-8.....	97
D. Evaluation -- K-8.....	133
E. Appreciative -- K-8.....	145
IV. ORAL READING- SILENT READING -- 1-8.....	157
V. STUDY SKILLS.....	
A. Following Direction -- K-3, maintained throughout.....	
B. Alphabetizing and Dictionary Skills -- K-8.....	173
C. Parts of a Book -- K-8.....	189
D. Parts of a Newspaper -- K-3.....	
(Including production and distribution of a newspaper.)	
E. Library -- K-3.....	
F. Locating-Reference/Library -- 4-8.....	199
G. Locating-Reference/Encyclopedia -- 4-8.....	225
H. Organizing-Outlining, Note Taking, Report Writing -- 4-8.....	237
I. Retention -- 4-8.....	249
VI. READING IN THE CONTENT AREAS -- 4-8.....	259

SUBJECT: Reading

SPECIFIC AREA: Word Recognition: Structural Analysis - Syllables

Compound Words

The student knows:

Syllables

- . each syllable has a vowel sound.
- * when there are twin or double consonants in a word, the word is divided into syllables between the consonants (lit/tle, num/ber) and the vowel sound is short or a schwa.
- * when a word has only one consonant coming between two vowels, either the word is divided after the consonant and the vowel sound is long, i.e., pu/pil, ti/ger, fi/nal; or the word is divided after the consonant and the vowel sound is short, i.e., fin/ish, rem/on, mod/ern.

Compound Words

- . a compound word is composed of two or more words that combine their meaning to form a new word and is written as one word.

The student is able to:

Syllables

- * auditorily identify the number of syllables in words.
- . apply syllable generalizations in decoding new words.

Compound Words

- * identify the two separate words in a compound word.
- * develop compound words from two or more words.
- . apply the knowledge and skills about syllables and compound words to reading.

The student values:

Page
Suggested
Grade Placement
District
Placement

4 5 6 7 8

1-3

2-3

2-3

1-3

3-

1-3

3-6

1-3

1-3

7

1-12

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER _____

18

19

Student Learning Objective(s) The student is able to apply syllable generalizations as an aid to State Goal
decoding new words. District Goal

Program Goal

1,8,10

3

Related Area(s) _____

Suggested Activities: Grade(s) 4-6Suggested Monitoring
Procedures

Possible Resources

Title: Syllable Baseball
 Group Size: two small groups
 Materials: list of words with varying
 number of syllables

Kid's Stuff, Forte, Frank and
 MacKenzie, Inventive Publications,
 1973.

Guidebook For Tactics In Reading
 B. Scott, Foresman and Co., 1973,
 page 43.

District Resources

Procedure(s):

- . A baseball diamond is marked out on the floor using one foot square cardboards for the bases.
- . The first player on Team 1, acting as "pitcher," pronounces a word containing from one to four syllables.
- . The "batter" on Team 2 pronounces the word, tells how many syllables it contains, and spells it orally, by syllables. If he/she does it correctly, player has made a hit and goes to first base.
- . The second "pitcher" on Team 1 now pronounces a word to the second "batter" on Team 2 who then gives his/her response. If correct, the first player on Team 2 moves to second base and the second player on Team 2 goes to first base.
- . This procedure continues as in regular baseball until three "batters" are out.
- . Whenever a player moves up to home plate, he/she scores a run for his/her team.
- . The time of the game will be determined by the judgment of the teacher and probably will last no longer than two or three innings.
- . As in all games where sides are chosen, the less able students may feel inadequate. For this reason it may be better to have the players of somewhat similar abilities--or to give special practice to the less able pupils prior to the game.

Suggested Activities: Grade(s) _____

Suggested Monitoring
Procedures

Possible Resources

Variation:

In order to make the game less challenging, as "pitcher" pronounces word from a word list, teacher writes the word on a chalkboard. Students then may spell the word, by syllable parts while looking at the correct sequence of letters.

Title: Syllable Detectives

Group Size: pairs, small groups

Materials: cards with a word on one side
and the same word divided into
syllables on the back

Procedure(s):

- . The cards are placed in a pile in the center of the table, the front side up.
- . One player starts by taking the top card and telling where the word is divided into syllables.
- . Student then looks at the back. If student is correct, he/she keeps the card and the player to his/her left gets to play.
- . If student misses, he/she puts the card on the bottom of the pile and the player on his/her left gets to play.
- . The players must give only one answer and give this answer before the card is turned over.
- . The person with the greatest number of cards after all have been taken from the center pile is the winner.

front of card

Jacket

back of card

Jack et

Variation:

- . Scores could be earned by giving one point for each word correctly divided and three points for each principle given on how the word is divided into syllables.

District Resources

23

Student Learning Objective(s) The student is able to apply syllable generalizations as an aid
to decoding new words.

State Goal

1,8,10

District Goal

Program Goal

3

Related Area(s) _____

Suggested Activities: Grade(s) 4-6

Suggested Monitoring
Procedures

Possible Resources

Title: Know Your Syllables
Group Size: two small groups
Materials: twenty-five words of varying
lengths written on chart or
chalkboard

Procedure(s):

- . The captain of Team A points to a word on the list and asks the first player on Team B to tell the number of syllables in the word.
- . If player does this correctly, he/she has made a point and the captain of Team A must ask the next player on Team B a word.
- . If player misses, the captain of Team B takes over and asks the first player on Team A a word.
- . The game is over when all of the words on the board have been used.
- . The team scoring the largest number of points wins the game.

Variations:

- . This game could be used as seatwork by having the students write the words and the number of syllables in each.
- . Students may be asked to divide the word into syllables instead of just telling how many syllables there are.

District Resources

Suggested Activities: Grade(s) _____

Suggested Monitoring
Procedures

Possible Resources

District Resources

Student Learning Objective(s) The student is able to apply the knowledge and skills about syllables State Goal
and compound words to reading. District Goal

Program Goal 2,3,

Related Area(s) _____

Suggested Activities: Grade(s) 4-6

Suggested Monitoring
Procedures

Possible Resources

Title:

Compound It!

Group Size:

small group, entire class

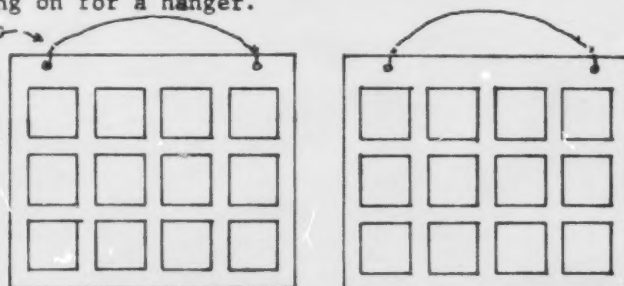
Materials:

two large sheets of tagboard,
envelope pockets, 3" x 5" cards,
felt pens, string and glue

Procedure(s):

- Using two large sheets of tagboard, arrange envelope pockets in even rows. Punch holes on top and tie string on for a hanger.

STRING →



- Write compound words on 3" x 5" cards. On the other side of the cards, write a different number for each card. Put the cards in the pockets of one sheet of tagboard.
- Then write definitions for each compound word on 3" x 5" cards. On the other side of the cards write a different number for each card. Place the cards in the packets(envelopes) on the other tagboard sheet.

District Resources

Suggestion Activities: Grade(s) _____

Suggested Monitoring
Procedures

Possible Resources

- . Students play the game like "Concentration". When a match is made, that person keeps the pair.
- . Person or team with the most pairs wins.

Variation:

- . In the second set of pockets, sentences could be used which contain a blank (missing word). Students have to remember which compound word would fit into the blank, and make a match between compound word and sentence.

District Resources

30

31

SUBJECT: ReadingSPECIFIC AREA: Vocabulary: General

The student knows:

- | | Page | Suggested
Grade Placement | District
Placement | 4 | 5 | 6 | 7 | 8 |
|--|------|------------------------------|-----------------------|---|---|---|---|---|
| . context is an aid to getting the meaning of the word. | 11- | 4-8 | | | | | | |
| . antonyms are words that have opposite meanings, i.e., alert - drowsy; bleak - cheerful. | 17- | 4-8 | | | | | | |
| * . most words have multiple meanings. | 23- | 4-8 | | | | | | |
| * . synonyms are words that have similar meanings, i.e., over - above; accurate - careful; acquit - pardon. | 27 | 4-8 | | | | | | |
| . homonyms are words that sound the same but have different spelling and meanings, i.e., pear - pair; eight - ate; weight - wait. | 29 | 4-8 | | | | | | |
| . homographs are words that are spelled the same but have different derivations and meanings, and may differ in pronunciation, i.e., fair (market) - fair (just); object (noun) - object (verb). | 31 | 4-8 | | | | | | |
| . the thesaurus is a resource for building vocabulary by identifying synonyms, antonyms and word usage. | 21- | 6-8 | | | | | | |
| . an acronym is a word formed by the initial letters of words in a set phrase. | 33 | 5-8 | | | | | | |
| . each subject area has vocabulary unique to the discipline. | 35 | 4-8 | | | | | | |

The student is able to:

- | | | | | | | | | |
|--|-----|-----|--|--|--|--|--|--|
| . use the context of a selection to aid in pronouncing an unfamiliar word. | 11- | 4-8 | | | | | | |
| * . use context for the purpose of getting the meaning of an unknown word. | 11- | 4-8 | | | | | | |
| * . determine pronunciation and meaning of homographs. | 31 | 4-8 | | | | | | |
| . recognize and translate signs/symbols which are critical for international survival. | 37 | 4-8 | | | | | | |
| . recognize and interpret abbreviations. | 39 | 4-8 | | | | | | |
| * . expand general vocabulary through involvement in reading. | 25 | 4-8 | | | | | | |
| . use the thesaurus to locate synonyms, antonyms and specialized vocabulary. | 21- | 6-8 | | | | | | |
| . use the specialized vocabulary to increase comprehension in the subject area. | 35 | 5-8 | | | | | | |

The student values:

- | | | | | | | | | |
|---|----|-----|--|--|--|--|--|--|
| . and appreciates the power of words. | 37 | 4-8 | | | | | | |
| . an expanding meaning vocabulary as an aid to understanding and communication. | 25 | 4-8 | | | | | | |

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER

33

10

34

Student Learning Objective(s) A. The student knows context is an aid to getting the meaning State Goal 1,10

of the word. B. The student is able to use context of a selection as an aid in pronouncing an un- District Goal

familiar word. C. The student is able to use the context for the purpose of getting the meaning Program Goal 3,6

of an unknown word.

Related Area(s) _____

Suggested Activities: Grade(s) 4-6

Suggested Monitoring Procedures

Possible Resources

Title: Crooks and Noons
 Group Size: individual, small group
 Materials: worksheet

Procedure(s):

- Pass out a worksheet with the information below to each student.

Crooks and Noons are very jealous of each other. Each likes to think the other has more in its community. See if you can find out which is the larger of the two communities by listing as many oo words as you can think of in the left-hand column, and as many oo words as you can in the right.

CROOKS	NOONS

Based on the chart, you have decided that the _____ have a larger community. Now finish each sentence below about the Crooks and Noons, using words that have a oo or oo sound.

All Crooks read _____ and hang their coats on a _____. They have tried, but none of them can _____ although they _____ lessons. None of the Crooks get _____ when they have a problem. Hey! There goes one now!!!

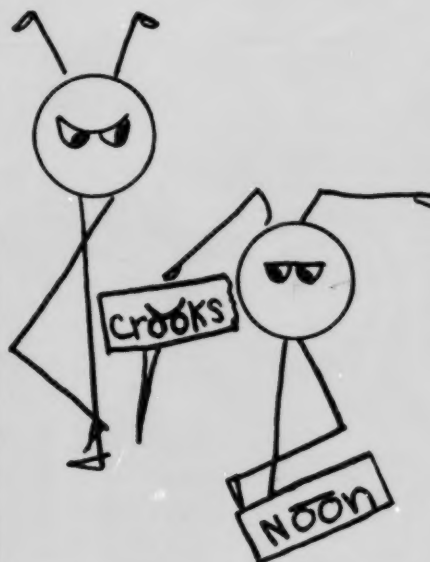
Monitor students in reading groups for proficiency in using context clues.

Be A Better Reader, Level B, Basic Skills Edition, Nila Banton Smith, Prentice-Hall, Inc. 1977, page 53.

Be A Better Reader, Level C Basic Skills Edition, Nila Banton Smith, Prentice-Hall, Inc. 1977, pages 202, 143

Using The Context, Specific Skill Series, Richard A. Boning, Barnell Loft, Ltd. 1962

District Resources



Suggested Activities: Grade(s) _____

Suggested Monitoring
Procedures

Possible Resources

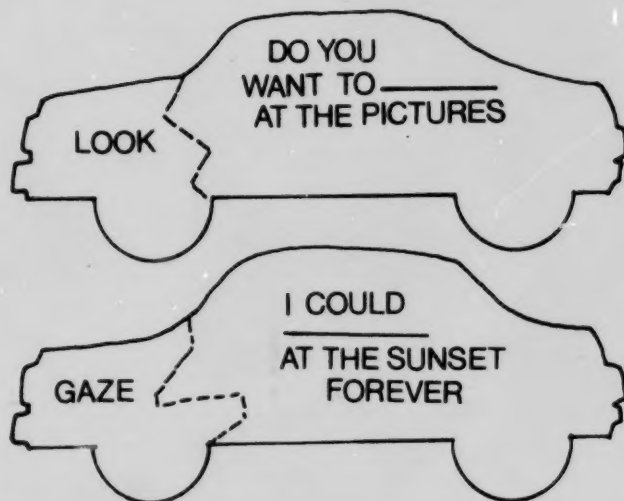
All Noons live in a small _____ and sweep it with
a _____. Their heads are as round as the _____
or you could say the shape of a _____. They
are never in a bad _____.

Title: Look But Don't Stare
Group Size: individual, pairs
Materials: poster board pieces, 5" x 7";
scissors, felt pen

Procedure(s):

- . Cut poster board and mark as shown below.
- . Students place on desk and try to figure out
what word fits the sentence.
- . Match and see if the sentence makes sense.

Example:



101 Make And Play Reading Games
For Intermediate Grades, Jerry J.
Mallet, The Center For Applied
Research in Education, 1976,
pages 114-118

District Resources

Student Learning Objective(s) A. The student knows context is an aid to getting the meaning of State Goal 1,10
a word. B. The student is able to use the context of a selection to aid in pronouncing an District Goal
unfamiliar word. C. The student is able to use context for the purpose of getting the meaning Program Goal 3,6
of an unknown word.
 Related Area(s) _____

Suggested Activities: Grade(s) <u>4-6</u>	Suggested Monitoring Procedures	Possible Resources
<u>Title:</u> Context Questions <u>Group Size:</u> small group, entire class <u>Materials:</u> sample questions for context <u>Procedure(s):</u> - Discuss different kinds of context questions with the students. (See samples below.) Start with the definition question. - Put the following definition question on the chalk-board: "As he glided through the water, he met a <u>school</u> of small, flat fish." - Ask the students to define the meaning of the word <u>school</u> in the above sentence. - Give a sentence example where <u>school</u> is used in a different way. - Continue with other types of context questions. <u>Examples:</u> - The Definition Question: What does <u>school</u> mean in this sentence? "As he glided through the water, he met a <u>school</u> of small, flat fish." - The Semantic Question: "What other meanings do you know for the word <u>school</u>?" - The Synonym Question: What other word(s) could be substituted for <u>strict</u> in the following sentence without changing the meaning of the sentence? "Jefferson began a policy of <u>strict</u> economy." - The Antonym Question: "What word(s) could we substitute for <u>strict</u> in the above sentence to make the sentence mean the opposite of what it does now?"	Monitor students in reading groups for proficiency in using context clues.	<u>How To Teach Reading</u>, Revised Edition, Morton Botel, Follett Publishing Co.
		<u>District Resources</u>

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
. The Homonym Question: "What word do you know that sounds the same as the italicized word in the following sentence but is spelled differently and has a different meaning?: The seams of the boat were leak-<u>ing</u>." . The Key-Word Question: "What does the italicized word mean in this sentence?: The Russians have placed the first man-made planet in <u>orbit</u>." Above materials taken from <u>How To Teach Reading</u>, Revised Edition, by Morton Botel, Follett Publishing Company. <u>Title:</u> Which Word Fits Best? <u>Group Size:</u> individuals, pairs <u>Materials:</u> twelve pieces of posterboard, 3" x 6"; scissors; felt pens <u>Procedure(s):</u> . Cut posterboard as shown below. . Write a sentence on each large card and underline the context word. . Cut a small card out of the large card and write a one-word definition for the underlined context word on it. . Student chooses one large card and reads the sentence. . Notice the underlined word. . Find one of the small pieces that defines the underlined context word. . If it fits, you are right! surrounded I feel terribly <u>enclosed</u> in this elevator. hidden The meaning of this story is too <u>obscure</u> to understand.		<u>Book:</u> 101 <u>Make and Play Reading Games For the Intermediate Grades</u>, Jerry J. Mallet, The Center For Applied Research in Education 1976, pages 114-118. <u>District Resources</u>

Student Learning Objective(s) A. The student knows context is an aid to getting the meaning of State Goal 1,10
a word. B. The student is able to use the context of a selection to aid in pronouncing an District Goal
unfamiliar word. C. The student is able to use context for the purpose of getting the meaning Program Goal 3,6
of an unknown word.
 Related Area(s) _____

Suggested Activities: Grade(s) <u>4-6</u>	Suggested Monitoring Procedures	Possible Resources
<u>Title:</u> Context Clue <u>Group Size:</u> individual, entire class <u>Materials:</u> duplicated paragraphs <u>Procedure(s):</u> . Duplicate copies of example paragraph or write on tagboard and laminate. . Have students read paragraph and supply the missing words. <u>Example:</u> Get to _____ early Friday night because _____ morn- ing we're coming for _____ at seven. You need to bring your _____ and a _____ for swimming. There'll be _____ to eat. Jane is bringing hot dogs and Sam has brought two dozen _____. You should bring _____ and _____ for the hot dogs. Amy will carry the _____ in her ice chest. You might need your _____ for playing softball and we might try some touch _____ on the beach. <u>Title:</u> Using Context <u>Group Size:</u> entire class <u>Materials:</u> worksheets <u>Procedure(s):</u> . Develop a worksheet with short passages with key words missing. . List several alternative words as well as the best one below the passage. . Have the students read the passage, saying "blank" when they come to missing words, so the student will finish the entire passage first. . After reading the entire passage, the student chooses the most appropriate word to fill the blank. 43	Monitor students in reading groups for proficiency in using context clues.	District Resources 44

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
<u>Example:</u> The moon is considered in romantic ways by many young people. Some animals make noises and howl at the moon. Scientists tell us the tides in the ocean are (a) _____ by the moon. Truly the moon (b) _____ men and animals in many ways. (a) pulled, low, high, caused (b) affects, develops, causes, results <u>Title:</u> Recognizing Context Clues <u>Group Size:</u> entire class <u>Materials:</u> worksheet <u>Procedure(s):</u> - Write sentences with strong context clues and put the unknown word in a colored block or italicized print. <u>Example:</u> Jackie Robinson's first year in baseball was <u>crucial</u>. If he wasn't good enough, it would be years before another black player would be given a chance. - Follow up with questions which clarify. <u>Example:</u> Would Robinson's success or failure during his first year in baseball make much difference? Why or why not? Which is the best definition of <u>crucial</u>?	Teacher observes responses during questioning.	<u>Books:</u> <u>Using The Context</u>, Richard Boning Loft, Ltd., Book A through Adv. (2 through 7) <u>Focus</u>, Scott Foresman Co., pages 77-80 <u>Read Better Learn More</u>, Ginn and Company, Book C, pages 28-30, 50-54
		<u>District Resources</u>

Student Learning Objective(s) The student knows antonyms are words that have opposite meanings,

State Goal

1

i.e., alert - drowsy, bleak - cheerful.

District Goal

Program Goal

4,6

Related Area(s) _____

Suggested Activities: Grade(s) 4-6Suggested Monitoring
Procedures

Possible Resources

Title: Antonym Antics
Group Size: small groups
Materials: shopping bags, word cards

Procedure(s):

- . Fill a large shopping bag with 100 words having opposites. (Some pairs of antonyms that challenge intermediate and junior high students are listed.)
- . Write the antonyms for the 100 words on small cards and divide them among ten small bags.
- . Give each small bag to a small group of students. They may examine carefully the contents of their bag and spread the words out on the floor.
- . A leader chooses and reads one word at a time from the large shopping bag. He moves quickly from one word to the next.
- . The group having the opposite must claim each word read. If it is not claimed, the leader puts it aside and goes on.
- . When all the words have been read, a member of each group shows its pairs of words. The group receives one point for each correct pair of antonyms. (Of course, the more possible meanings that exist for a given word, the more complex and challenging the activity!)

Use a worksheet to quiz students on antonyms.

Language Arts Games by Abraham Hurwitz and Arthur Goddard, Scholastic Book Services, 1972

District Resources

48

Suggested Activities: Grade(s) _____

Suggested Monitoring
Procedures

Possible Resources

SOME ANTONYMS TO START WITH

frequent--seldom	moist--arid
public--private	keen--dull
rude--polite	minute--gigantic
necessity--luxury	feast--fast
foolish--wise	cowardly--courageous
allies--enemies	gather--disperse
mount--dismount	secure--insecure
freedom--slavery	poverty--wealth
precious--worthless	reveal--hide
fair-foul	help--hinder
never--always	vague--clear
loyalty--betrayal	feeble--strong
straight-crooked	alike--different
beneath--above	catch--throw
descend--ascend	profit--loss
arrive--leave	famine--plenty
calm-rough	negative--positive
appear-disappear	negligent--cautious
agony-ecstasy	ambitious--lazy
common--unique	synonym--antonym
generous--stingy	meager--bountiful
amateur--professional	neat--untidy
noisy--quiet	curious--indifferent

District Resources

Student Learning Objective(s) The student knows antonyms are words that have opposite meanings,

State Goal

1

i.e., alert - drowsy, bleak - cheerful.

District Goal

Program Goal

4,6

Related Area(s) _____

Suggested Activities: Grade(s) <u>4-6</u>	Suggested Monitoring Procedures	Possible Resources						
<u>Title:</u> Match Up <u>Group Size:</u> entire class (two groups) <u>Materials:</u> word cards 2" x 2" containing words of opposite meanings <u>Procedure(s):</u> . Give one set of word cards to half the group and the other word cards with opposite meanings to the other half. . Students in Group One, one at a time, call out their word. . Students in Group Two, having the opposite word, respond by going to stand next to his/her word partner. <u>Examples:</u> <table><tr><td>Cold</td><td>Hot</td></tr><tr><td>Sad</td><td>Happy</td></tr><tr><td>Good</td><td>Bad</td></tr></table> <u>Variations:</u> . Have half the group act out their word, one at a time, with the student having the antonym acting out his/her word in turn. . Have members of the class guess what the words are. <u>Examples:</u> The student with the word <u>cold</u> could hold himself/herself and shiver. The student with the opposite word could pant or fan himself/herself.	Cold	Hot	Sad	Happy	Good	Bad	Use a worksheet to quiz students on antonyms.	District adopted reading series.
Cold	Hot							
Sad	Happy							
Good	Bad							
		District Resources						

51

19

52

Suggested Activities: Grade(s) _____

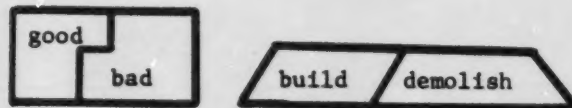
Suggested Monitoring
Procedures

Possible Resources

Title: Antonym Match
Group Size: individuals, pairs
Materials: twelve pieces of posterboard,
2" by 5"; scissors, felt-tipped
pen

Procedure(s):

- . Cut pieces of posterboard in half in various ways.
Examples:



- . Write pairs of antonyms on each half.
- . Students try to match pairs.
- Variation:
- . Write synonyms that will also match, on the pieces,
as a separate, matching exercise.

Books:

101 Reading Games, Level C, Nila
Banton Smith, Prentice-Hall, Inc.
page 178.

District Resources

Student Learning Objective(s) A. The student knows that antonyms are words that have opposite meanings, i.e., alert - drowsy, bleak - cheerful. B. The student knows the thesaurus is a resource for building vocabulary by identifying synonyms, antonyms and word usage. C. The student is able to use the thesaurus to locate synonyms, antonyms and specialized vocabulary.

Related Area(s) _____

State Goal

1,4

District Goal

Program Goal

4,6,7

Suggested Activities: Grade(s) 4-6

Suggested Monitoring Procedures

Possible Resources

Title: Antonym-O
Group Size: small group, entire class
Materials: bingo-type cards, word list, small squares to cover words

Procedure(s):

- . Caller says words from master list and players cover antonyms on their cards.
- . The first player to complete a row is the winner and the next caller.

Example:

Caller says: sad
 Students cover: happy

(more difficult)

Caller says: like
 Students cover: abhor

Title: Antonym Match
Group Size: small groups, pairs
Materials: clock or timer

Procedure(s):

- . The player calls out a word for which he/she knows one antonym.
- . The next player within a given time must "match" the word by saying any antonym (more than one, if possible).
- . A student receives one point for each antonym answer.
- . Students who can't think of any matching antonym answers may challenge the caller to state one.
- . Caller is penalized a point if he/she uses a word without an antonym.

Books:

Games To Improve Your Child's English, Hurwitz and Goddard, Simon and Schuster, page 147.

Change For Children, Goodyear Publishing, 1973, page 86.

District Resources

56

Suggested Activities: Grade(s) _____

Suggested Monitoring
Procedures

Possible Resources

. Students responding with a word that is not an
antonym are penalized one point also.

District Resources

57

58

Student Learning Objective(s) A. The student knows most words have multiple meanings. B. The student knows the thesaurus is a resource for building vocabulary by identifying synonyms, antonyms and word usage. C. The student is able to use the thesaurus to locate synonyms, antonyms, and specialized vocabulary.

State Goal

1,4

District Goal

Program Goal

4,6,7

Related Area(s) _____

Suggested Activities: Grade(s) 4-6Suggested Monitoring
Procedures

Possible Resources

Title: Choosing the Right Meaning
Group Size: entire class
Materials: worksheet

Teacher check worksheets.

Books:

Overcoming Meaning Difficulties,
 Houghton Mifflin Co.
 Level 1, pages 47-50, 4th grade,
 Level 2, pages 66-71, 5th grade.
 These may be used for grades
 higher than 5.

Procedure(s):

- . Have a list of words with multiple meanings.
- . List each meaning and number it.
- . Write a sentence using each meaning and have students put the number of the meaning on the line in front of the sentence.

Example:

meaning--bark 1. The outer covering of a tree.
 2. The short loud noise made by a dog. 3. A small sailing ship.

2 When the boy heard the dog bark, he ran to see who was coming.

1 The bark was burnt off the tree.

3 With its sails full of wind, the graceful-looking bark moved swiftly across the bay.

Variation: Difficulty of words would vary according to level.

District Resources

Suggested Activities: Grade(s) _____

Suggested Monitoring
Procedures

Possible Resources

District Resources

61

62

Student Learning Objective(s) A. The student knows most words have multiple meanings. B. The State Goal 1
student is able to expand general vocabulary through involvement in reading. C. The student District Goal
values an expanding meaning vocabulary as an aid to understanding and communication. Program Goal 4,6

Related Area(s) _____

Suggested Activities: Grade(s) 4-6

Suggested Monitoring
Procedures

Possible Resources

Title: Double Trouble
Group Size: small groups, entire class
Materials: words listed that have more
 than one meaning, old magazines,
 poster board (one per group)

RSL Overcoming Meaning Difficulties
 Book H, Level 2, Durr-Hillerich,
 Houghton Mifflin Co., 1970,
 pages 50-51.

Procedure(s):

- Provide students with a list of words with two or more meanings.

rose	check	ball
light	ruler	scales
truck	rock	sink
run	bark	star
back	brave	pitcher
slip	trip	fall
plate	hard	chest
racket	date	figure
set	drive	club

- Give small groups of students old magazines and a large piece of paper or poster board. Ask them to use the poster and pictures to illustrate as many meanings of a word as possible. They can illustrate more than one word.

Variation:

Examples may be drawn rather than found in magazines.

63



TRUNK



District Resources

64

Suggested Activities: Grade(s) _____

Suggested Monitoring
Procedures

Possible Resources

District Resources

55

56

Student Learning Objective(s) The student knows that synonyms are words that have similar

State Goal

1,4

meanings, i.e., accurate - careful, acquit - pardon. B. The student is able to use the thesaurus

District Goal

to locate synonyms, antonyms and specialized vocabulary.

Program Goal

4,6

Related Area(s) _____

Suggested Activities: Grade(s) 4-6Suggested Monitoring
Procedures

Possible Resources

Title: Synonym Hangout
Group Size: small group, entire class
Materials: heavy string, clothespins,
 colored paper

Books:

Kid's Stuff, Mackenzie,
 Incentive Publications, pages
 39-42.

Dictionary

Thesaurus

Procedure(s):

- Post or write on the chalkboard a list of words for which students should know or be able to find synonyms.

Example:

moist	flimsy	idle
pallid	vanquish	hostile
ally	crave	organization
several	abuse	precise
calm	divide	incautious
hoist	mortified	bewildered

- String a heavy string or thin clothes line across one end of the room. Place many clothespins across the line.
- Each student may cut an article of clothing from colored paper, write a pair of synonyms (one on each side), and hang it on the line.
- Encourage students to contribute their own pairs of synonyms after they have tried one or more from the board.

Variation:

- Give students a worksheet with a drawn clothes line and have them put pairs of synonyms on drawn items of clothing.

District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
<u>Title:</u> The Synonym Rummy Game <u>Group Size:</u> pairs <u>Materials:</u> blank cards (playing-card size) <u>Procedure(s):</u> . With the aid of a thesaurus, students select and list words that form sets of synonyms, three to five words per set. . Words will exemplify the major parts of speech: nouns, verbs, adjectives, and adverbs. . The size of the deck will depend on the number of players who will be using the deck when completed. . About sixty cards should be prepared for two, three or four players. . Write one word from list on each card. . Rummy Rules: Shuffle, cut and deal; 10 cards to each player in a two-handed game, 7 cards in a three-handed game, 6 cards with four or more players. . Next card is placed face up beside the deck (face down). . Player can draw from deck or discard pile to make a synonym set. Pairs are laid out and can be added to later in the game. . First player to get rid of all the cards in his/her hand is the winner. <u>Variation(s):</u> . Students can devise point system for each set of synonyms compiled during game. . Can be played with antonyms, homonyms.	Have the student pair keep a record of score throughout the game.	<u>Books:</u> <u>Games To Improve Your Child's English</u>, Hurwitz and Goddard, Simon and Schuster, pages 144-145. <u>District Resources</u>

Student Learning Objective(s) The student knows that homonyms are words that sound the same but State Goal
have different spellings and meanings, i.e., pear--pair; eight--ate; weight--wait. District Goal

Program Goal 4,6

Related Area(s) _____

Suggested Activities: Grade(s) 6

Suggested Monitoring
Procedures

Possible Resources

Title: Homonym Rummy
Group Size: pair, small group
Materials: sets of cards consisting of
 homonyms and meaning words
 associated with homonyms

Procedure(s):

- . Rules of rummy are to be followed. (See Synonym Rummy for rules.)
 - . Sets are formed by matching homonyms and a meaning word to each of the homonyms (four words to a set).
- Example:

Homonym Cards

Meaning Word Cards

mown	moan	cut	agonized
palate	palette	roof of mouth	painter's board
idol	idle	god	inactive
hair	hare	skin outgrowth	rabbit

Matching Pairs

mown	cut
moan	agonize

Dictionary

Thesaurus

District Resources

Suggested Activities: Grade(s) _____

Suggested Monitoring
Procedures

Possible Resources

District Resources

73

74

Student Learning Objective(s) <u>A. The student knows that homographs are words that are spelled</u>	State Goal	1,4
<u>the same but have different derivations and meanings, and may differ in pronunciation, i.e., fair</u>	District Goal	
<u>(market) - fair (just), object (noun) - object (verb). B. The student is able to determine</u>	Program Goal	4,6
<u>pronunciation and meaning of homographs.</u>		
Related Area(s) _____		

Suggested Activities: Grade(s) 4-6	Suggested Monitoring Procedures	Possible Resources
<u>Title:</u> Accent On You <u>Group Size:</u> individuals, pairs, entire class <u>Materials:</u> 5" by 8" cards, chalkboard or worksheet <u>Procedure(s):</u> • Make cards with homographs within a sentence. <u>Example:</u> 1. I <u>object</u> to your going without me. 2. Do not <u>subject</u> the dog to any more pain. 1. a. I <u>object</u> to your going without me. ob ject ob ject b. The missing child was the <u>object</u> of an intensive search. ob ject ob ject 2. a. Do not <u>subject</u> the dog to any more pain. sub ject sub ject b. Math is my favorite <u>subject</u>. sub ject sub ject • Student makes choice of which syllable is accented. • Lift flap and see "Super," "Great," "You're Smart," or "Try Again."	Give students a worksheet listing homographs with instructions to accent the correct syllable. • A variation would be to mark the correct accent with students indicating the meaning of the word. flaps	District adopted text District Resources

31

76

Suggested Activities: Grade(s) _____

Suggested Monitoring
Procedures

Possible Resources

District Resources

100

78

Student Learning Objective(s) A. The student knows an acronym is a word formed by the initial
letters of words in a set phrase.

State Goal

1

District Goal

Program Goal

4,6

Related Area(s) _____

Suggested Activities: Grade(s) 5-6Suggested Monitoring
Procedures

Possible Resources

Title: Acronyms
Group Size: entire class
Materials: worksheets

Kid's Stuff, Forte, Frank &
 MacKenzie, Incentive Publications,
 1973, page 205

Procedure(s):

- . Explain that an acronym is an abbreviation formed by using the first letter of each word, i.e., WAC stands for Women's Army Corps.
- . Duplicate a list of acronyms for the class.
- . Students may decode the ones they know, and find the rest in the dictionary.
- . Encourage students to use the extra room on sheets for listing other acronyms they find.

Title: Make An Acronym
Group Size: pairs, small groups
Materials: paper, pencil

District ResourcesProcedure(s):

- . Have students in small groups make up acronyms of their own for student organizations, baseball teams, etc.
- . When finished, have the groups explain why and how they made their acronyms.

Suggested Activities: Grade(s) _____

Suggested Monitoring
Procedures

Possible Resources

District Resources

81

82

Student Learning Objective(s) A. The student knows each subject area has vocabulary unique to the State Goal 1,4
discipline. B. The student is able to use specialized vocabulary to increase comprehension in District Goal
the subject area. Program Goal 4,6

Related Area(s) Reading in the Content Areas

Suggested Activities: Grade(s) 4-6

Suggested Monitoring
Procedures

Possible Resources

Title: Word Match
Group Size: small groups
Materials: word cards, packets

District adopted texts in
specific disciplines.

Procedure(s):

- . Label several library packets with various disciplines.
- . Make word cards with words from several subject areas, i.e., science, geography, math, etc. You could even break down further and include various areas of each discipline, i.e., Science: geology, biology, zoology, etc.
- . Have students try to match up word card they draw with the correct discipline.
- . You can use spinners, dice, etc. to determine order of play.

Example:

1. First player draws a card that says igneous rock
2. Player must state Science: geology, or match with a card that says Science-geology.
3. If successful, first player draws another card.
4. When incorrect, play passes to next player.
5. Winner is the player with the largest stack of cards when all cards have been drawn.

District Resources

Suggested Activities: Grade(s) _____

Suggested Monitoring
Procedures

Possible Resources

District Resources

95

96

Student Learning Objective(s) A. The student is able to recognize and translate signs/symbols which State Goal
are critical for international survival. B. The student values and appreciates the power of words. District Goal

Program Goal 2,4,6

Related Area(s) _____

Suggested Activities: Grade(s) 4-6

Suggested Monitoring
Procedures

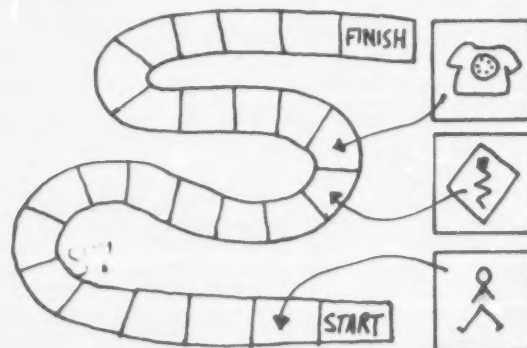
Possible Resources

Title: You're The Guide
Group Size: individual, pairs, entire class
Materials: tagboard 22" by 15," small pictures of international signs, glue, scissors, felt pens, dice and beans

Driver's Manual

Procedure(s):

- . Make a game board with numerous international signs throughout.
- . Make six cards for each sign.
- . On back of each sign, write an instruction, i.e.,
 Slipped off road, lose one turn.
 Wheel in direction of skid. Quick thinking - move ahead two spaces.
 Accident - move to nearest phone to report.
- . Roll die.
- . Move bean forward.
- . Pick card for square landed on.
- . Read and follow instructions on card.
- . Repeat through players.
- . First to arrive--Made It!



District Resources

Suggested Activities: Grade(s) _____

Suggested Monitoring
Procedures

Possible Resources

District Resources

90

90

Student Learning Objective(s) The student is able to recognize and interpret abbreviations.

State Goal

1,4

District Goal

Program Goal

2,4,6

Related Area(s) _____

Suggested Activities: Grade(s) 4-6Suggested Monitoring
Procedures

Possible Resources

Title: Cut It Short
Group Size: individual, pairs, entire class
Materials: story on worksheet, words on a worksheet that can be abbreviated

Procedure(s):

- . Students write all possible abbreviations above each word given on the worksheet.

Example:

Given Words

Student Writes

Weight

ounces

ozs.

pounds

lbs.

kilograms

kg.Variation:

Students are given words such as weight. Students then must write all words they can think of that designate a measure of weight. After they have written the words, they must also write the abbreviation:

ounceoz.poundlb.Books:

Games To Improve Your Child's English, Hurwitz and Goddard, Simon and Schuster, 1969

District Resources

Suggested Activities: Grade(s) _____

Suggested Monitoring
Procedures

Possible Resources

Title: Flash Abbreviations
Group Size: entire class
Materials: 5" x 8" cards, felt pen

Procedure(s):

- . Put abbreviations on front of card.
- . Put what it stands for on back.
- . Play any type of flash game with the cards.
- . Variation:
Put international symbols in with cards.

Title: Abbreviation Grab Bag
Group Size: pair, small group
Materials: box or bag, slips of paper,
clock or timer

Procedure(s):

- . A single letter is written on a small card or slip of paper. The slips of paper are thrown into a bag or box.
- . Each player picks six letters out of the bag and within a given time, he/she has to form as many abbreviations as possible.
- . Variation: Use three-lettered or six-lettered dice.
- . The student is allowed two throws or enough to use a given amount of letters that he/she can arrange on his/her paper to form abbreviations.

District Resources

SUBJECT: Reading

SPECIFIC AREA: Vocabulary: Root Words, Prefixes, Suffixes

The student knows: :

- . meaning of prefixes and how they affect the meaning of the root (base) word.
- . meaning of suffixes and how they affect the meaning of the root (base) word.
- . prefixes and suffixes may change the part of speech of a root (base) word.
- . the meaning of common Latin and Greek root (base) words.
- . many words in our language have been derived from names or borrowed from different languages.

The student is able to:

- . recognize root (base) words.
- * . use root (base) words to build word meanings.
- * . use knowledge of prefixes and suffixes to increase word meaning.
- . use common Latin and Greek roots as an aid to getting meaning.

The student values:

Page	Suggested Grade Placement	District Placement					
			4	5	6	7	8
45	4-8						
45	4-8						
45	4-8						
	7-8						
	7-8						
43	4-6						
43	4-6						
45	4-8						
	7-8						

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER _____

95

Student Learning Objective(s) A. The student is able to recognize root (base) words. B. The student is able to use root base words to build word meanings.

State Goal

1,9

District Goal

Program Goal

2,3,4b

Related Area(s) _____

Suggested Activities: Grade(s) 4-6Suggested Monitoring
Procedures

Possible Resources

Title: Twenty-four Words
Group Size: small groups, entire class
Materials: one 8" x 8" card for each
player divided into 25
sections (5 in each row),
markers

Procedure(s):

- Students write "WORDO" across the top of the card and "Free" in center space as illustrated.
- Write each word to be practiced on board (a root word with a suffix, prefix or combination), instructing students to put this word in any square of their card. Continue until all 24 spaces are filled. Each card will be ordered differently.
- Have 24 small cards (containing the root of each complex word) to be used by the caller, one for each different word on the large card.
- As each root word is pronounced, the players look for the word that contains that root and cover it with a marker. The student who first gets a row, column or diagonal covered says, "Wordo".
- The student then repeats to the caller the words she/he covered for checking.

Books:

Be A Better Reader, Level B
Basic Skills Section, Nila
Banton Smith, Prentice Hall,
Inc. 1977, pg., 49

Locating and Correcting Reading
Difficulties, Eldon Ekwall,
Charles Merrill Publishing Co.,
1970, pg., 63

District Resources

W	O	R	D	O
enjoyable	Sunday	touchy	below	likeable
smiled	remind	because	tricky	observing
instead	yesterday	FREE	somebody	timely
bicycle	sidewalk	Juicy	reuseable	frolicking
thoughtful	runner	believed	especially	watchful

Suggested Activities: Grade(s) _____

Suggested Monitoring
Procedures

Possible Resources

Title: Root Word Rummy
Group Size: small group
Materials: four 2" x 4" cards for each
root word practiced

Procedure(s):

- . Place a different word at the top of each card.
(four cards having one root in common)
- . Have at least 48 cards in all.

Examples: Four cards for the word "fear".

<u>Fearful</u>	<u>Feared</u>	<u>Fear</u>	<u>Fearing</u>
Fear	Fear	Feared	Feared
Feared	Fearing	Fearing	Fear
Fearing	Fearful	Fearful	Fearful

Examples of other root words that might be used:

rain	rained	raining	rainy
thank	thanked	thanking	thanks
march	marched	marching	marches

- . Shuffle the cards and deal six to each player.
The remaining cards are placed face down on the table.
- . The players sort out the cards, placing the same root words together. Any player who holds four cards with the same root word may make them into a "book" and lay that book down.
- . The dealer then gives the player a card from the pack for each card laid down.

District Resources

100

101

Student Learning Objective(s) A. The student knows meaning of prefixes and how they affect the meaning of the root (base) words. B. The student knows the meaning of suffixes and how they affect meaning of the root (base) word. C. The student knows prefixes and suffixes may change the part of speech of root (base) word. D. The student is able to use knowledge of prefixes and suffixes to increase word meaning.

State Goal

1, 9

District Goal

Program Goal

2,3,4b

Related Area(s) Reading: Structural AnalysisSuggested Activities: Grade(s) 4-6

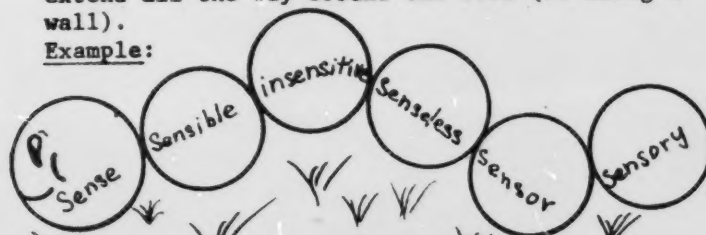
Suggested Monitoring Procedures

Possible Resources

Title: Let's Grow Worms
Group Size: entire class
Materials: scissors, glue, construction paper

Procedure(s):

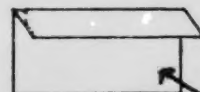
- Ask students to cut a head for a worm and write a root word on it.
- Then have students add a section to the worm for each new word that can be made by adding prefixes and suffixes.
- Challenge the students to make enough worms to extend all the way around the room (or along a wall).

Example:

- Have students write definitions for the words on the back of the worm section, or on a small folded piece of paper. Attach the folded definition to the bottom of the section.
- Have students pick a word and give the definition. To check response, students lift flap on folded paper or look on the back of the section.

Example:

flap



word definition

District Resources

102

Suggested Activities: Grade(s) _____

Suggested Monitoring
Procedures

Possible Resources

Title: Predict The Prefix
Group Size: small group, entire class
Materials: cards 5" x 8"

Procedure(s):

- . Write a sentence on each card with just the root.
- . On the left side of the card, have flaps with different prefixes.
- . Have students choose the prefix they think will form a word.
- . Under the flap of the correct prefix, put a star.

Example:

un
in
dis
re

Do not — turb the
sleeping child.

PREFIXES

un
in
mis
re
dis
com, con
pre
anti
inter
de
sub

MEANING

not
not, in, into, toward
opposite or lack of
again
opposite of, absence of
together, jointly
before
opposed, against
between, among
removal, reversal, reduce
under, subordinate or secondary

SUFFIXES

le
ly
ful
able
ion, tion, sion
y
ment
ous
ance
or, er, ence
ness

MEANING

small, thing used for doing
like
full of, having the qualities of
capable of, worthy of
result of act, state of
like, characterized by, full of
result or object of an action
full of
action or process, state of
comparative degree of, more,
state, quality or condition of being

District Resources

Student Learning Objective(s) A. The student knows the meaning of prefixes and how they affect the meaning of the root (base) words. B. The student knows meaning of suffixes and how they affect the meaning of the root (base) word. C. The student knows prefixes and suffixes may change the part of speech of a root (base) word. D. The student is able to use knowledge of prefixes and suffixes to increase word meaning.

State Goal

1,9

District Goal

Program Goal

2,3,4b

Related Area(s) Reading: Structural AnalysisSuggested Activities: Grade(s) 4-6

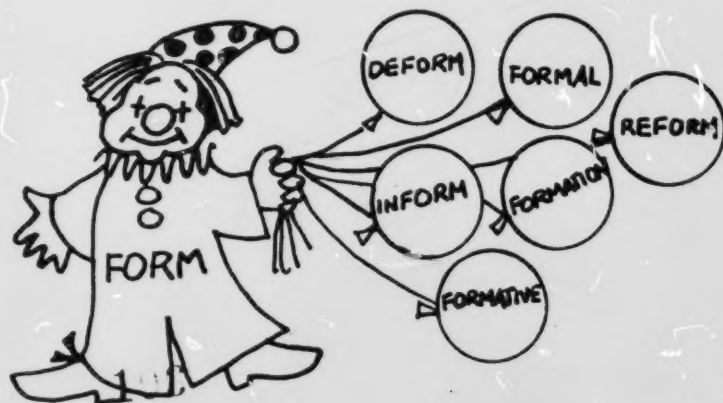
Suggested Monitoring Procedures

Possible Resources

Title: Form and Reform
Group Size: entire class
Materials: bulletin board of clown holding balloons, paper clips, envelope, 2" x 5" slips of paper

Procedure(s):

- . Draw a huge clown holding colorful balloons.
- . Mount clown on a bulletin board. Provide an envelope of blank paper strips (2 x 5).
- . After introducing suffixes and prefixes, pin a root word on the clown.
- . Students use the blank paper slips to write words derived from the root by adding prefixes and/or suffixes.
- . Each new word may be placed on a balloon.
- . Challenge the students to fill all the balloons every day.
- . Change the root word each morning.



District Resources

107

Suggested Activities: Grade(s) _____

Suggested Monitoring
Procedures

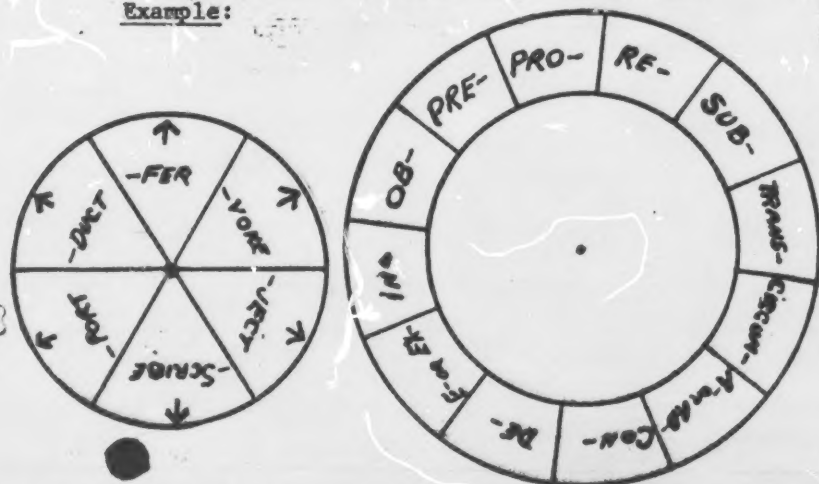
Possible Resources

Title: Roots And Prefixes
Group Size: pairs or small groups
Materials: scissors, paste, tagboard,
 pens

Procedure(s):

- . Cut out the circles of the diagrams below so that you have a small root wheel and a large prefix wheel. Mount each wheel on a separate piece of cardboard.
- . Place the root wheel in the center of the prefix wheel. Punch a hole in the center of both and attach them with a pin or paper fastener.
- . Have students spin the root (center) wheel and wait for it to stop. On a sheet of paper have them list all the words they can form by adding the prefixes on the outer wheel to the roots which point to them. The player who has formed the most words in ten spins is the winner. If the arrow stops on the dividing line between prefixes, the player gets another spin.
- . Not every combination will form a good English word. To settle disputes have students consult the dictionary.
- . Vary the game by giving extra points to players who can define the words they have formed.

Example:



District Resources

100

SUBJECT: ReadingSPECIFIC AREA: Comprehension: Punctuation

The student knows:

- . the comma signals a pause or series of items.
- . the dash signals a longer pause than that signaled by the comma.
- . the ellipsis (...) signals an interruption in thought or conversation.
- . the parenthesis signals an explanation of the preceding word or adds information.
- . the colon signals an explanation or list will follow.
- . the semicolon can be used in place of a connecting word such as "and" or "but".
- . the words between double quotation marks are usually the exact words someone said or the title of a story, article, poem or song.
- . single quotation marks are used around the exact words someone has said, or the title of a story, article, poem or song when these are mentioned within the speech of another story character.
- . there are methods of distinguishing thoughts from verbal expressions in cartoons.

The student is able to:

- . use punctuation marks as an aid to getting meaning in silent and oral reading.

The student values:

Page
Suggested
Grade Placement
District
Placement

4 5 6 7 8

51 4-5

51 3-8

7-8

53 6-8

53 4-8

55 6-8

57 4-8

7-8

59 4-6

51-4-8

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER _____

111

112

Student Learning Objective(s) A. The student knows the comma signals a pause or series of items. State Goal

B. The student knows the dash signals a longer pause than that signaled by the comma. C. The District Goal

student will be able to use punctuation marks as an aid to getting the meaning in silent and oral Program Goal

reading.

Related Area(s) Language Arts

1
3, 6

Suggested Activities: Grade(s) 4-6

Suggested Monitoring Procedures

Possible Resources

Title: Rebus Sentences
 Group Size: entire class
 Materials: old Sears catalog

Procedure(s):

- Use photos or pictures to help students understand how we write and talk about a series of items.
- Have students think of sentences that contain a series of items, events, or characters.
- Write the first part of the sentence on the blackboard.
- Draw the series of items.

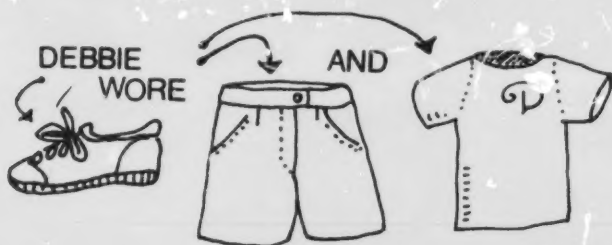
Example: Debbie wore tennis shoes, shorts, and a tee shirt.

- Students write similar "rebus sentences" using photos (outdated Sears catalogs are excellent sources of photos).

Pictorial clues will help students develop an "ear" for pauses within a spoken series.

110 Reading Comprehension, by Dorothy Gutzler, Helen Linn. The Instructor Publications.

District Resources



428 801 Activities Grade(s)

Suggested Monitoring
Procedures

Possible Resources

District Resources

115

116

Student Learning Objective(s) A. The student knows the parenthesis signals an explanation of the preceding word or adds information. B. The student knows the colon signals an explanation or list will follow. C. The student is able to use punctuation marks as an aid to getting meaning in silent and oral reading.

State Goal

1

District Goal

Program Goal

3, 6

Related Area(s) _____

Suggested Activities: Grade(s) 4 - 6

Suggested Monitoring
Procedures

Suggested Resources

Title: More Information Needed
Group Size: entire class or small group
Materials: chalkboard or worksheet

Note: Remind students that the parenthesis is used in writing to signal an explanation of the preceding word or add information.

Procedure(s):

- 1. Write several sentences showing examples of the use of parenthesis.

Examples:

1. The task can be assigned to three students (or you can get volunteers).
2. Under the influence of French, Irish, German immigrants (among others) a great many new words are added to our American language.
3. Hapo (or half penny) is an English word for an amount of money.
4. Acronyms are letter combinations that are read as words (for example NATO, CARE, AID, CORE).
5. We have borrowed many words from foreign countries such as coleslaw, waffle, scow, boss (Dutch); bouquet, garage, beige, banquet (French).

District Resources

118

Suggested Activities: Grade(s) <u>4-6</u>	Suggested Monitoring Procedures	Suggested Resources
<u>Title:</u> Colons <u>Group Size:</u> small group <u>Materials:</u> textbooks with selected passages or worksheet with selected passages <u>Procedure(s):</u> . Have students read the selected passages pointing out the similarity between a parenthesis and a colon, i.e., they both can signal an explanation. Also point out that a colon can signal a list of items. . Have the students read the passages noting the differences. . Ask the students why it is important to know information about colons and parenthesis. (It assists in getting meaning).	Observation by the teacher noting students who have difficulty with the concepts.	District Resources

Student Learning Objective(s) A. The student knows the semicolon can be used in place of a State Goal
connecting word such as "and" or "but". B. The student is able to use punctuation marks as District Goal
an aid to getting meaning in silent and oral reading. Program Goal

1

3, 6

Related Area(s) _____

Suggested Activities: Grade(s) <u>6</u>	Suggested Monitoring Procedures	Possible Resources
<u>Title:</u> Semicolon: Semicolon <u>Group Size:</u> entire class or small group <u>Materials:</u> chalkboard or worksheet <u>Note:</u> Remind the students that the semicolon is used in writing to replace a comma and a connecting word. <u>Procedure(s):</u> - Write several sentences showing examples of the use of the semicolon. - Ask the students to replace the word that the semicolon replaces. <u>Example:</u> Don't start a sentence with a figure; change the word order or write out the number. (but) Jack ran his fastest race yet; he failed to win a medal. (but) A person reads that book; he's never quite the same again. (and) I've been doing that job; I'm bored to death. (and)		<u>Keystone Reference Handbook</u> Houghton-Mifflin Co. 1976
		<u>District Resources</u>

121

122

Suggested Activities: Grade(s) _____

Suggested Monitoring
Procedures

Possible Resources

123

District Resources

124

Student Learning Objective(s) A. The student knows the words between double quotation marks are usually the exact words someone said or the title of a story, article, poem or song.

B. The student is able to use punctuation marks as an aid to getting meaning in silent and oral reading.

State Goal

1

District Goal

Program Goal

3,6

Related Area(s)

Suggested Activities: Grade(s) 4-6

Suggested Monitoring Procedures

Possible Resources

Title: Using Quotation Marks
Group Size: entire class
Materials: cartoon strips, books, tape recordings, worksheets

Procedure(s):

- . Have the students take a cartoon strip and copy the conversation on notebook paper, putting in quotation marks wherever they belong.
- . Have the students choose two of their favorite book characters or story characters.
- . Have them write a conversation between these two characters, putting in quotation marks.
- . Have students interview a classmate. Have them write exactly what he/she says. Write his/her answers on small tagboard strips, putting in quotation marks.
- . Have students listen to a taped interview. Have them write the exact conversation putting in quotation marks.
- . Give students a list of story titles (not books), song titles or poems. Use each title in a sentence and have them put in quotation marks.
- . Put several sentences on a worksheet using the titles of stories, titles of poems and song titles. Have students put in the quotation marks where appropriate.

More Center Stuff for Nooks, Crannies and Corners
 by Imogene Forte, Mary Ann Purgle. Incentive Publications, 1976.

Overcoming Meaning Difficulties
 by William K. Durr and Robert L. Hillerich. Houghton Mifflin Co. 1970

District Resources

Suggested Activities Grade(s)

Suggested Monitoring
Procedures

Possible Resources

District Resources

127

58

123

Student Learning Objective(s) The student knows there are methods of distinguishing thoughts from verbal expressions in cartoons.

State Goal

1

District Goal

Program Goal

2,4,6

Related Area(s) _____

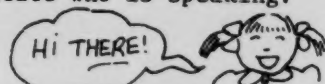
Suggested Activities: Grade(s) 4-6Suggested Monitoring
Procedures

Possible Resources

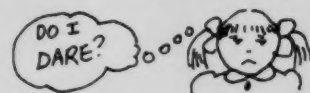
Title: Cartoon Capers
Group Size: entire class
Materials: scissors, newspapers and cartoon books

Procedure(s):

- . Discuss what methods a writer uses in stories to distinguish who is speaking.
- . They should respond to the use of quotation marks indentation, etc.
- . Then explain that cartoonists depend on the bubble to indicate who is speaking.



- . Using cartoon pages from the paper have them find examples of the above.
- . Then ask your students if they can find a bubble leading to a character that might be just a bit different.



- . What do the words in the above example represent? (Thought patterns)

Variation: Have students blank out the "bubbles" on the cartoons and then write in thoughts that they think fit the verbal expressions of the cartoon characters.

District Resources

130

Suggested Activities: Grade(s)

Suggested Monitoring
Procedures

Possible Resources

District Resources

131

132

SUBJECT: ReadingSPECIFIC AREA: Comprehension: Literal

The student knows:

- | | Page | Suggested
Grade Placement | District
Placement | 4 | 5 | 6 | 7 | 8 |
|---|------|------------------------------|-----------------------|---|---|---|---|---|
| . a pronoun referent identifies a person, place or thing previously named or implied. | 63 | 4-5 | | | | | | |
| . adverbs answer how, when, where, how often. | 65- | 5-8 | | | | | | |
| . clue words, i.e., first, then, while, before, after, are an aid in noting sequence. | 77- | 4-8 | | | | | | |
| . special type (italics, boldface) is a tool used by authors to aid the reader to perceive intended meaning. | 69 | 4-8 | | | | | | |
| . literal details are stated facts such as names of characters, setting, incidents and time a story took place. | 73- | 4-6 | | | | | | |
| . sequence is the order of incidents or actions in a selection. | 77- | 4-6 | | | | | | |
| . the main idea of a selection is an explicit statement which conveys the theme or focus of the selection. | 83- | 4-8 | | | | | | |

The student is able to:

- | | | | | | | | | |
|--|-----|-----|--|--|--|--|--|--|
| * . use pronoun referents as an aid in determining meaning. | 63 | 4-6 | | | | | | |
| . use adverbs to determine how, when, where and how often. | 65- | 5-8 | | | | | | |
| . use clue words as an aid in determining sequence when reading. | 77 | 3-8 | | | | | | |
| . use special type (italic, boldface, capitals) as an aid to getting the meaning of a written selection. | 69 | 1-8 | | | | | | |
| * . recognize, recall and/or locate details (when explicitly stated) from a selection read. | 73- | 4-8 | | | | | | |
| * . recognize, recall and identify main ideas (when explicitly stated) from a selection read. | 83 | 4-8 | | | | | | |
| * . recognize, recall and locate sequence (when explicitly stated) from a selection read. | 77- | 4-8 | | | | | | |
| * . recognize, recall and locate character traits (when explicitly stated) from a selection read. | 75 | 4-8 | | | | | | |
| . recognize, recall and locate cause and effect (when explicitly stated) from a selection read. | 87- | 4-8 | | | | | | |
| * . recognize, recall and locate comparisons (when explicitly stated) from a selection read. | 93 | 4-8 | | | | | | |

The student values:

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER _____

134

62

15

Student Learning Objective(s) A. The student knows a pronoun referent identifies a person,
place or thing previously named or implied. B. The student is able to use pronoun referents
as an aid in determining meaning.

State Goal

1

District Goal

Program Goal

2,4,6

Related Area(s) _____

Suggested Activities: Grade(s) 4-6Suggested Monitoring
Procedures

Possible Resources

Title: Switch
Group Size: entire class
Materials:

Procedure(s):

- . Have students go through a story and insert the proper name of the character or other noun for the pronoun and a pronoun for the proper noun.
- . Explain the who, what, where, when, how for each underlined word. Substitute pronouns for nouns and proper nouns.

Example: In 1948, eight men saw it as they were riding in a truck along the side of the lake. Mr. Crawford McDonald, a local building contractor, was one of the passengers. This is what Mr. McDonald reported that he saw.....

Title: Pronoun Relations
Group Size: small group, entire class
Materials: newspaper, weekly children's newspaper, magazines

Procedure(s):

- . Underline all the pronouns in an article.
- . Number each pronoun.
- . Write the noun that identifies each pronoun next to the number given the matching pronoun.
- . Discuss answers and the importance of relating the pronoun to the previously stated noun in order to determine meaning of the passage.

Individually the teacher observes the students' ability to correctly find pronouns and identify nouns.

District Resources

Title: Pinch Hitters
Group Size: individual, small group or entire class
Materials: prepared sentence examples

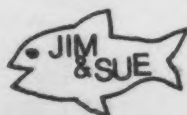
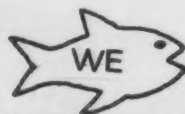
Procedure(s):

- Place a sentence on the chalkboard similar to the following: Ann gave Ann's father a reason for fighting with Ann's sister.
- Ask a student to read the sentence.
- Discussion should follow about the sentence. Why does it sound funny? Could this sentence be changed to make it easier to read and understand? What could be done?
- Students should be able to rewrite the sentence: Ann gave her father a reason to fight with her sister.
- The teacher should underline the pronoun referents and should point out that her takes the place of Ann and makes the sentence sound better and easier to understand. The teacher could relate pronouns to substitutes or pinch hitters in baseball.
- Provide as many more sentence examples as needed to get the student ready to work on a worksheet.

Title: Fishy Pronouns
Group Size: pairs, small groups
Materials: tagboard, paper clips, felt pen, magnet

Procedure(s):

- Make fish from tagboard, attaching paper clips to nose of fish. Print nouns on one set of tagboard cards and their corresponding pronouns on another set.
 - Each student takes turns drawing two cards with his/her magnet.
- Object. To get a matching pair (a pronoun matched with appropriate noun). Students receive one point for each pair that match.



Suggested Monitoring Procedures

Check results of prepared worksheet.
 Worksheet set up as follows:
 When Ann came home from school,
 Socks, the kitten, was not
 there to meet her.
 her -----Ann

She searched all through the
 house, but she couldn't find
 it there.

She -----Ann

it -----Socks

there-----house

Possible Resources

District Resources

Student Learning Objective(s) A. The student knows adverbs answer how, when, where, how often.

State Goal

1

B. The student is able to use adverbs to determine how, when, where, and how often.

District Goal

Program Goal

4

Related Area(s) _____

Suggested Activities: Grade(s) 5-6Suggested Monitoring
Procedures

Possible Resources

Title: Adverbs In The News
Group Size: individuals
Materials: scissors, paste, News Citizen,
 or newspaper, pencil

Procedure(s):

- . Student makes four columns on his paper, heading each column--How, When, Where and How Often.
- . Student then cuts out adverbs from newspaper articles and places them under appropriate heading.

Title: How, When, Where and Why
Group Size: entire class
Materials: newspaper or any short reading selection

Procedure(s):

- . Teacher using given selection, numbers every adverb or adverbial phrase in the selection.
- . At the bottom of the page, numbers with corresponding adverbs are listed.
- . Student must write what the adverb is referring to on the blank space after the adverb.

Example(s):

- . Jack and the Bean Stalk ① ②
- . Sentence - Jack climbed furiously up the beanstalk.

③
 Yesterday, he lost his shoe.

- 1 furiously (how)
- 2 up the bean stalk (where)
- 3 yesterday (when)

Books:

Keystone - Practice Book
 pgs. 54,112

Keystone - Reference hardbound
 pgs. 249-254

Basic Reading WBI
 McCracken and Walcutt
 J. B. Lippincott pg. 87

Freedom Ground - Teacher Guide
 Weiss Hunt

Holt Rinehart Winston pp. 154,476-7

District Resources

111

Suggested Activities: Grade(s) _____

Suggested Monitoring
Procedures

Possible Resources

- Student chooses three words from each heading and uses them appropriately in sentences.
- Student chooses two or three words from each column and using other reading materials, find examples of their same usage.

Title: Alarm Clock
Group Size: small group, entire class
Materials: alarm clock, or any object

Procedure(s):

- Wind up a clock and start passing it from student to student around a circle.
- Teacher calls out how and each student must say an adverb that tells how the clock is ticking.
- At a certain point the teacher calls out when, and each student must use an adverb that tells when the clock is ticking.
- Teacher calls out how often in same manner.
- When student misses, direction of pass is reversed.
- Object is to get the clock around the circle once in either direction.

Variation(s):

- Teacher gives the adverb and students reply with what it answers; how, why, when or where.
- Use timer, pass quickly, and reply with adverb before timer goes off.

Title: Five W's - Who, What, When, Where, Why
Group Size: entire class
Materials: none

Procedure(s):

- Conduct short "brainstorming" session.
 - Divide students into five small groups.
 - Assign one of the five "W" words to each group.
 - Each member of the group asks a question to a member of other groups using their assigned word.
142. Questions might focus on the actual or imaginary.

Example(s):

1. Where did the Makah Indians live?

District Resources

143

Student Learning Objective(s) A. The student knows adverbs answer how, when, where, how often.

State Goal

1

B. The student is able to use adverbs to determine how, when, where, and how often.

District Goal

Program Goal

4

Related Area(s) _____

Suggested Activities: Grade(s) 5-6Suggested Monitoring
Procedures

Possible Resources

2. Why did the Makahs live in longhouses?
3. What did the Makahs use for trade?
4. When did they go to potlatches?
5. Who were the Makah Indians?

Title: The Teacher's Car
Group Size: small group
Materials: none

Procedure(s):

- . The teacher starts the tale of The Teacher's Car by using an adverb to describe how the car is driven.
- . The adverbs are chosen alphabetically.

Example:

Teacher: The teacher's car is driven alertly.
 Next person: The teacher's car is driven badly.
 Next person: The teacher's car is driven carefully.

Title: Fishing
Group Size: pairs, small groups
Materials: two boxes; one box contains a number of cards with incomplete sentences (without adverbs); the other box contains the adverb cards.

Procedure(s):

- . One student draws from the boxes one incomplete sentence card.
- . A second, or another student searches through the

Observe group.
 Note and record students who understand and those who do not.

Develop worksheet set up in similar fashion as Fishing.

Reading Games, Wagner, Hosier,
 Teacher's Publishing Corp. 1960

District Resources

Suggested Activities: Grade(s) _____

Suggested Monitoring
Procedures

Possible Resources

adverb box until he/she finds an adverb that will
successfully complete the sentence.

Example:

The man _____ climbed the ladder.

carefully

. The first student then tells whether the adverb
tells how, or when, or where, or how often.

District Resources

Student Learning Objective(s) A. The student knows special type (boldface, italics) is a tool used by authors to aid the reader to perceive intended meaning. B. The student is able to use special type (italic, boldface, capitals) as an aid to getting the meaning of a written selection.

State Goal

1

District Goal

Program Goal

2,4

Related Area(s) _____

Suggested Activities: Grade(s) 4-6

Suggested Monitoring
Procedures

Possible Resources

Title: Special Type Flash
Group Size: pairs, small groups
Materials: tagboard, flash card strips

Procedure(s):

- . Print sentences containing boldface or italicized words on individual flash card strips.
- . Have student look at sentence and pick out words in special type. They can write it down or say it out loud.
- . Have them go through complete stack of sentence cards just picking out words in special type.
- . Then have students go back and read the word in context. Have them tell whether the special type is used:
 - to set off a title or foreign words
 - because the word itself is being talked about
 - to indicate stress

Title: It's The Bold Type
Group Size: entire class
Materials: text book in science that has boldface type and italics.

Procedure(s):

- . Have students read selection from text having bold-type or italics.
- . Ask students to write the main words in the selection with their definition.
- . Determine if the student chooses the italicized and boldface words as important words.
- . Discuss why these words were in boldface or italics.

Observe the students' written reaction. Did they use bold-face words or words in italics?

Books:

Keystone Teacher's Guide
William Durr, Vivian O. Windley,
Mildred Yates, Houghton Mifflin
Co., 1976 pages 367-368

Keystone Reference Handbook
Houghton Mifflin, 1976
pages 271-276

Croft Skill Guide

Reading Comprehension
Craft Educational Services
1974 Book A-1, Activity 10

Trade Book:

Owls in the Family

Bill Martin, Reading Language
Texts

119

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
Type up worksheet using special type in sentences. Give choices of why each particular type was used. Choices are: a. because it is a title. b. because it is a stressing word. c. because it is a foreign word. d. because the word itself is being talked about. Have one person keep score as they take turns going through the stack.		District Resources

150

151

Student Learning Objective(s) A. The student knows special type (italics, boldface) is a tool used by authors to aid the reader to perceive intended meaning. B. The student is able to use special type (italic, boldface, capitals) as an aid to getting the meaning of a written selection.

State Goal

1

District Goal

Program Goal

2,4

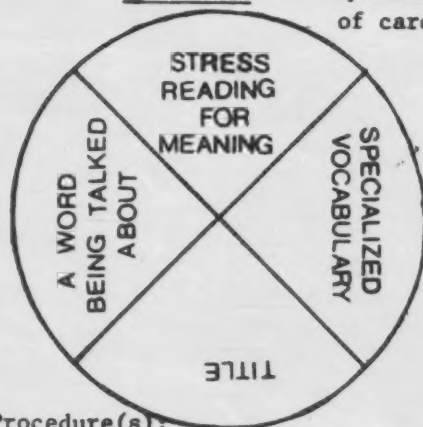
Related Area(s)

Suggested Activities: Grade(s) 4-6

Suggested Monitoring Procedures

Suggested Resources

Title: Spin It
Group Size: individual, pairs
Materials: spinner as illustrated, deck of cards



Student may have chart to record his own scores.

District Resources

Procedure(s):

- Teacher makes a deck of cards, each card having at least two sentences with one sentence containing a word(s) in boldface, all capitals, or italics used as described on spinner.
- Student uses spinner. If arrow points to "title" he/she must thumb through cards, taking out all cards having a title contained within the sentence(s).
- Student may check for accuracy by turning cards over. (Answers are on back).

152

71

153

Suggested Activities: Grade(s) _____

Suggested Monitoring
Procedures

Suggested Resources

Title: Heavy Man
Group Size: small group, entire class
Materials: examples of sentences containing words in special type

Procedure(s):

- . Have a student read a sentence containing one word in boldface type.
- . Print the same sentence on tagboard or on the chalkboard containing a different word in boldface type.

Example:

Get off my **SHOES**.

Get off **MY** shoes.

Teacher should listen to students reading boldface type to check on emphasis and meaning.

A worksheet could be developed using the same format as the game.

District Resources

- . Have a student read the second sentence.
- . Make certain students read the sentences, stressing the boldface word. Repeat if necessary.
- . Ask other students why the sentences are read differently (discuss boldface). #1, #2.
- . Try other sentences (use italics and capitals).
- . Have students write their own examples.

154

155

Student Learning Objective(s) A. The student knows literal details are stated facts, such as names of characters, setting, incidents and time a story took place. B. The student is able to recognize, recall and/or locate details (when explicitly stated) from a selection read.

State Goal

1

District Goal

Program Goal

2,6,7

Related Area(s) See Oral and Silent Reading pages.

Suggested Activities: Grade(s) 4-6

Suggested Monitoring
Procedures

Possible Resources

Title: Recognizing Details

Group Size: entire class

Materials: papers and pencils

Procedure(s):

- . Write two subheadings on chalkboard to represent main ideas in a story that all of your students have read.
- . Then write a list of details that relate to each subheading.
- . Direct students to fold their papers in half lengthwise, print a subheading at the top of each, and write each detail below the subheading to which it relates.

Example:

- Subheadings: 1. Frederick Olmstead knew a lot about parks.
2. Central Park has something for everyone.

- Details: a. He wrote a book about parks in Europe.
b. There are games you can play in the park.
c. You can find flowers and trees there.

Frederick Olmstead knew a lot about parks.

- a.
- b.
- c.
- d.

Central Park has something for everyone.

- a.
- b.
- c.
- d.

Books:

110 Reading Comprehension
Gutzler Linn, Instructors
Publications

District Resources

157

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
<u>Title:</u> Who's Got My Answer? <u>Group Size:</u> entire class <u>Materials:</u> sheets of paper 4"x18", pins <u>Procedure(s):</u> - After reading a story, give each student two sheets of paper. - Have them write a question in large print on one sheet and the answer to the question in large print on the other sheet of paper. - Have the papers collected and placed in appropriate stacks—one for questions, one for answers. - Have some students pin a question sheet on their chest. - Pin answer sheet on backs of other students. - Students must match questions and answers to find their partner.		<u>Kid's Stuff</u>, Forte, Frank and MacKenzie Incentive Publications, Inc. , 1973 Pages 80, 100, 101, 105, 107
		<u>District Resources</u>

Student Learning Objective(s) A. The student knows literal details are stated facts such as names of characters, setting, incidents and time a story took place. B. The student is able to recognize, recall and locate details (when explicitly stated) from a selection read. C. Recognize, recall and locate character traits (when explicitly stated) from a selection read.

State Goal

1

District Goal

Program Goal

2,6,7

Related Area(s) See Oral and Silent Reading pages.

Suggested Activities: Grade(s) 4-6Suggested Monitoring
Procedures

Possible Resources

Title: Quiz the Kids
Group Size: entire class
Materials: collection of stories or books,
district reading texts

Procedure(s):

- . At the end of a story unit in their reading texts, or after reading several books, form a panel of "experts" using four to six students.
- . Have students sit at a table or on chairs at the front of the room.
- . The rest of the class locates details (characters, setting, incidents, etc.) from the stories or books to quiz the panel on.
- . If they can stump a panel member, they take that member's place.

Title: Profiles
Group Size: individuals or entire class
Materials: tape recorder, biographies

Procedure(s):

- . After reading biographies, students write profiles on their famous person. Profiles include character traits and incidents in that person's life.
- . The profiles are recorded on a tape recorder with no mention made of the characters named.
- . Individual students or the class can listen to the recorder profiles and try to guess who it is.

District reading texts

District Resources

Suggested Activities: Grade(s)

Title: What's My Name?
Group Size: small group, entire class
Materials:

Procedure(s):

- . A story is read (or the students read a story).
- . A student thinks of a character from the story. Two or three students could think up the character traits together.
- . The one student (or group) who is "It" begins by saying something like, "I am angry when it snows. What's my name"? The first one to guess the name is "It" and the game continues.
- . The name of the character must be guessed.
- . Adaptions for setting, incidents, are easily guessed.
- . The process can also be reversed. Name-traits must be provided.

Title: Fact Finding
Group Size: individual, entire class
Materials: prepared short stories and questions

Procedure(s):

- . The student is instructed to read a short story or paragraph.
 - . When completed, the student must answer detailed questions. (Multiple choice, matching, fill in the blank).
 - . Gaming activities could be developed easily.
- Example: Multiple choice answers could be coded. Good answers reveal letters. Mystery Message.

Suggested Monitoring Procedures

Observation by teacher of students having difficulty.

Worksheet could be developed from activity involving matching of character traits with character in frame.

Example:

snow

white
cold
wet

dry
cold

Possible Resources

Books:

Reading Games, Wagner Hosier, 1960, Teacher's Publication Corp.

Working With Facts and Details
Skillbooster D-Modern Curriculum
 Press, 1976

District Resources

Student Learning Objective(s) A. The student knows sequence is the order of incidents or actions State Goal

1

in a selection. B. The student is able to recognize, recall, and locate sequences (when explicitly District Goal

--

stated) from a selection read. C. The student knows clue words (first, then, while, before, after) Program Goal

2,6,7

Related Area(s) are an aid in noting sequence. D. The student is able to use clue words as an aid in
determining sequence when reading.

Suggested Activities: Grade(s) <u>4-6</u>	Suggested Monitoring Procedures	Possible Resources
<u>Title:</u> It Happened Like This <u>Group Size:</u> two or more <u>Material:</u> series of cards with a sentence on each card <u>Procedure(s):</u> Students arrange cards in the order the events happened. <u>Example:</u> Historical events with dates. Steps in how to do something. Song lyrics. Directions to a game.		Books: <u>Specific Skills Reading Series</u> <u>Detecting the Sequence</u> Barnell, Loft, Ltd. <u>Go</u>, Scholastic Magazine Herber, 1974, Master 22 & 23 TV2187/5
<u>Title:</u> Before and After <u>Group Size:</u> small group or class <u>Materials:</u> group reads selection silently <u>Procedure(s):</u> - Recall an incident in a story that has just been read and ask students to tell what happened just before and just after the incident. <u>Title:</u> Cut Apart Stories <u>Group Size:</u> individually or small group <u>Materials:</u> take old story book and cut apart and glue parts on cards. <u>Procedure(s):</u> - Pass out cards and have students place them in sequential order. - To add excitement and more difficulty use a timer to time the students.		<u>District Resources</u>

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
<u>Title:</u> Picture It <u>Group Size:</u> small group or class <u>Materials:</u> crayons, pens, colors, 9 x 12 paper and a story each student reads silently <u>Procedure(s):</u> . Each student selects an incident in a story, then illustrates it in detail. . Group meets together. . One student places picture in chalk tray. . Next student places a picture either in front of or following the previous picture in the tray. . Class discusses (agrees or disagrees with) placement. . Re-sequence, if necessary. . Continue. If two students duplicate an incident, look for a minute detail that will determine which picture should precede the other. . Staple the pictures into a sequence book.		District Language Arts Textbooks
<u>Title:</u> Comic Caper <u>Group Size:</u> individuals or pairs <u>Materials:</u> cartoon strips from newspapers, comic books, cardboard, glue clear contact paper or laminating paper <u>Procedure(s):</u> . Glue cartoon to cardboard. . Number sequence on back of cardboard. . Laminate or cover with clear contact paper. . Cut apart. . Shuffle (picture side up). . Have students put in proper sequence. . Check by turning over — should be in numerical order.	Observe students and note those that are having difficulty.	<u>Kid's Stuff</u>, Forte, Frank & MacKenzie, Incentive Publications, 1973, pp 63,64, 65. District Resources

Student Learning Objective(s) A. The student knows sequence is the order of incidents or actions State Goal

in a selection. B. The student is able to recognize, recall and locate sequence (when explicitly District Goal

stated) from a selection read. C. The student knows clue words, i.e., first, then, while, before, Program Goal

Related Area(s) after, are an aid in noting sequence. D. The student is able to use clue words as

an aid in determining sequence when reading.

1
2,6,7

Suggested Activities: Grade(s) 4-6

Suggested Monitoring Procedures

Possible Resources

Title: Signal Words or Clue Words

Group Size: individual, small group, entire class

Materials:Procedure(s):

- . First, second, third, next, then finally, later, still later and last are signal words for a paragraph containing a sequence pattern.
 - . Prepare and ditto paragraphs using signal words.
- Example: Early Saturday morning Johanna filled a tub with warm water and a special kind of soap. Next, she carefully put Kesha, the little poodle, into the soapy water and rubbed him all over with a soft brush. Then, she rinsed the dog well with the hose and warm water. Finally, she wiped him dry with a large, old towel.
- Ask the following questions:
1. What information is given?
 2. What is the main idea?
 3. What are the events in sequence? (list)
 4. What clue words were used in the selection to help you determine sequence? (list)

Have students write a paragraph using at least four clue or signal words.

Books:

110 Reading Comprehension,
Gutzler Linn, Instructors
Publications.

District Resources

Suggested Activities: Grade(s) 4 - 6

Suggested Monitoring Procedures

Possible Resources

Title: It Happened This Way
Group Size: individual, pairs, small group, entire class
Material: several series of cards with a sentence or several sentences on each of them

Procedure(s):

- . Read a story to the class.
- . Have the students arrange the cards in the correct order in which the events happened.
- . The sentences should include clue words, i.e., first, then.
- . Cards could have on them dates of events, processes, happenings, etc.
- . To check the answer each card has a small number on the back to indicate its correct placement.
- . Move from just 4 or 5 cards per story to many more if you have students who can handle more.
- . Have the students identify clue words by checking answers indicated on back of cards.

Title: Plot Sequence
Group Size: entire class or small group
Materials: worksheet or teacher asks questions orally

Procedure(s):

- . Have students read a selected story.
- . Then have them respond to the following questions:
 1. Tell me what happened first, then second, etc.
 2. After _____ (an incident) what happened next?
 3. If such-and-such happened before so-and-so, would it make any difference in the story?
 4. If you could, would you change the story around at all? Why? How?
 5. What was the best part of the story to you?
 6. Was the best part of the story at the beginning, middle or end of the story?

Individually observe students with records kept on each student in terms of the number of sentences he/she can successfully sequence from the beginning of the year to the end.

Books:

Reading Games, Teacher's Publishing Corp., 1960

Specific Skill Series, Detecting the Sequence, Richard A. Boning, Barnell Loft, Ltd.

District Resources

171

Student Learning Objective(s) A. The student knows sequence is the order of incidents or actions State Goal

in a selection. B. The student is able to recognize, recall and locate sequence (when explicitly District Goal

stated) from a selection read. C. The student knows clue words, i.e., first, the, while, before, Program Goal

after, are an aid in noting sequence. D. The student is able to use clue words as an aid in deter- 2,6,7

Related Area(s) mining sequence when reading.

Suggested Activities: Grade(s) 4-6

Suggested Monitoring Procedures

Possible Resources

Title: Sequence Strips
Group Size: entire class
Materials: 12" x 18" sheet of newsprint

Procedure(s):

- . After reading a selection, hand out five or six sentences that state the events in the selection (not in sequence).
- . Ask students to cut the sentences into strips and arrange them in sequence on a 12" x 18" sheet of newsprint.
- . Have students illustrate each sentence.

Example: Charlotte's Web

Charlotte spins message "Some Pig" in the web.

Wilbur tries spinning a web.

People line up to view Wilbur at the farm.

Now only Charlotte's babies remain.

Individually, the teacher observes the student's ability to correctly sequence the sentences.

Books:

110 Reading Comprehension

Activities, Gutzler Linn,
Instructors Publications

District Resources

Suggested Activities: Grade(s) _____

Suggested Monitoring
Procedures

Possible Resources

District Resources

174

175

Student Learning Objective(s) A. The student knows the main idea of a selection is an explicit statement which conveys the theme or focus of the selection. B. The student is able to recognize, recall and identify main ideas (when explicitly stated) from a selection read.

State Goal

1

District Goal

Program Goal

2,6,7

Related Area(s) _____

Suggested Activities: Grade(s) 4-6

Suggested Monitoring Procedures

Possible Resources

Title: Pyramids
 Group Size: small groups, entire class
 Materials: paper, pencils, paragraph

Procedure(s):

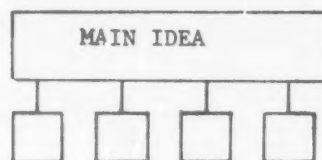
- . Have students read a paragraph and decide on the main idea.
- . Have the students draw boxes as illustrated, showing the main idea and major details of the paragraph.

Example

The Main Idea

a major detail

a major detail

Variation:

major details

District Resources

1.77

Suggested Activities: Grade(s)	Suggested Monitoring Procedures	Possible Resources
<u>Title:</u> Bumper Stickers <u>Group Size:</u> small groups <u>Materials:</u> objective newspaper articles <u>Procedure(s):</u> - Divide the class into small groups and give each group newspaper articles to read. - Have students read paragraphs and determine main ideas. - Each group paraphrases the main idea and writes it on a bumper sticker. - If desired, have students write paragraph titles expressing main idea of each paragraph. <u>Title:</u> Locating Main Idea <u>Group Size:</u> entire class <u>Materials:</u> worksheet with samples of paragraphs <u>Procedure(s):</u> Note: Main idea is sometimes contained in the first or the last sentence. However, it is best to teach students that the main idea is not always stated in a particular sentence. - Try to get student to extract the main idea from the paragraph as a whole. <u>Example:</u> Pioneer children had many toys. They used sticks, twigs, rocks and shells. They used anything they found around them. They had just as much fun as children today have with toys that come from the stores. But, best of all, the pioneers' toys were free! - Which sentence states the main idea? - Rewrite the main idea in your own words. <u>Title:</u> Posters <u>Group Size:</u> small group, individual or entire class <u>Materials:</u> construction paper or tagboard, paints, crayons or felt pens <u>Procedure(s):</u> - Have students make a poster to advertise their	Check bumper stickers against the main idea of the articles. Students give written or oral responses to questions.	<u>BOOKS:</u> <u>Reading Activities in Content Areas</u>, Dorothy Piercey, page 568 <u>Getting The Main Idea</u>, Barnell Loft, Ltd. (A through Adv. 2-7) <u>Reading For Different Purposes</u>, Houghton Mifflin Co. pgs 36-50 (level 1,4th), pgs. 18-38 (level 2, 5th) <u>Be A Better Reader</u>, Nila Banton Smith, pgs. 12-13 T.E. page 32 T.E. <u>110 Reading Comprehension Activities</u>, Gutzler, Linn Instructors Publications <u>District Resources</u>

Student Learning Objective(s) A. The student knows the main idea of a selection is an explicit statement which conveys the theme or focus of the selection. B. The student is able to recognize, recall and identify main ideas (when explicitly stated) from a selection read.

State Goal

District Goal

Program Goal

1

2,6,7

Related Area(s) _____

Suggested Activities: Grade(s) 4-6

Suggested Monitoring Procedures

Possible Resources

book, story or paragraph. Include:

- a. Title
- b. Main Scene
- c. Author

. On the bottom of their poster, have them print the main idea of the story or paragraph.

District Resources

130

131

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
		District Resources

182

183

Student Learning Objective(s) A. The student is able to recognize, recall and locate cause and effect (when explicitly stated) from a selection. State Goal

District Goal

Program Goal

1

2,6,7

Related Area(s) _____

Suggested Activities: Grade(s) 4-6

Suggested Monitoring
Procedures

Possible Resources

Title: Cause and Effect
Group Size: entire class
Materials: chalkboard, notebook paper

Procedure(s):

1. Write the following pairs of sentences on the board:

The wind was blowing.
Mary flew her kite.

Mother baked a cake.
Jimmy ate a piece of cake.

Cars were not allowed on Main Street.
A water pipe broke and flooded the street.

The bird flew around the house.
Her parakeet escaped.

Mr. Jones had an accident.
Mr. Jones drove the wrong way on a one-way street.

2. Number a paper from one to ten. Each pair of sentences contains two events. One is the cause and one is the effect. Besides the number, write "C" if the sentence shows the cause, write "E" if it shows effect.

Type up a worksheet with causes on one side, effects on the other. Match them up. Correct in class.

Keystone, Houghton-Mifflin Co.,
1976 (pp. 251-252)

101 Make and Play Reading Games
For Intermediate Grades
Jerry J. Mallet Center for
Applied Research in Education
1976

Go-Reading in the Content Areas
Masters TV2187/5
Scholastic Magazine, and Book
Services
Masters #20-22

District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
<u>Title:</u> Interpretive Reading Booklets <u>Group Size:</u> entire class <u>Materials:</u> old basal readers, scissors, stapler, construction paper, felt tip pen <u>Procedure(s):</u> - Tear out stories from old basal texts. Staple pages together and make a cover out of construction paper. - On the inside of the back cover write out questions that relate to cause and effect. <u>Example:</u> What caused the fire? What frightened the settlers? What did they do when the Indians appeared? Why were the Indians angry? - Students can write answers on notebook paper so booklets can be reused.		
<u>Title:</u> What Did What? <u>Group Size:</u> individual, small group <u>Materials:</u> pictures and related questions <u>Procedure(s):</u> - Display a picture which illustrates an obvious cause and effect relationship (man hitting nail into board, rocket blasting off-up). - Ask leading questions: "When the hammer hits the nail head, the nail moves into the wood. What causes the nail to move?" (Answer: Force used on hammer). - Does the nail move farther into the wood each time the man hits it? - What is the effect of the hammer hitting the nail? (Answer: Nail moves farther into the wood). - Discuss other cause-effect relationships. - Then, provide a short paragraph for students to read specifically examining cause-effect relationships. - Have either written or oral follow-up questions to complete.	Observe and record written or oral follow-up questions. Develop worksheets especially designed for cause-effect relationship identification. Remember to use "If-Then" to explain cause and effect.	<u>BOOKS:</u> Read Better Learn More, Book B., Clymer, Ginn, 1972. Go - Reading in Content Areas. <u>Scholastic Magazine</u> <u>District Resources</u>

Student Learning Objective(s) A. The student is able to recognize, recall and locate cause State Goaland effect (when explicitly stated) from a selection read. District GoalProgram Goal 2,6,7

Related Area(s) _____

Suggested Activities: Grade(s) 4-6Suggested Monitoring
Procedures

Possible Resources

Title: Cause-Effect Relationship
 Group Size: small group, entire class
 Materials: prepared sentences, worksheet

Procedure(s):

- . A sentence similar to the following is placed on the chalkboard: A. The dog barked B. when the car drove in the driveway.
- . Explain terms "cause & effect." Point out that in the sentence the cause & effect are underlined. Write below sentence two terms--cause _____ effect _____.
- . Ask student(s) if part A is the cause or effect. Place A on the line next to the word effect and B on the line next to the word cause.
- . Provide further examples on the board.
- . Have student(s) do some from a worksheet.
- . After a given time the students' work should be corrected in class and discussions on each one should follow.
- . Student(s) could try writing some cause and effect sentences of their own after working together with the concept for awhile. They could write up their own answer sheets and exchange sentences. Then they could compare the results and discuss them with each other.

Check work sheet results.
 Observe student verbal responses.

District Resources

Suggested Activities: Grade(s) _____

Suggested Monitoring
Procedures

Possible Resources

Title: Charting Cause and Effect
Group Size: individual or class
Materials: worksheet

Observe students work to see if they understand the cause and effect.

Procedure(s):

- . Have a column for the cause on the left, and a column for the effect on the right. List for every cause the effect and for every effect the cause.

Cause	Effect
The policeman fell into the pond.	To Stuart Little it was a tidal wave.
The box of pepper fell into the fan.	It made everyone sneeze.

Title: Cause and Effect
Group Size: individual, pairs
Materials: 3" x 5" cards printed or laminated

Procedure(s):

- . Print a cause and effect on each index card with the answer on back.
- . Laminate these cards.
- . Have the students read statement and label "C" (cause) "E" (effect) with water soluble pen. Check by turning cards over.

District Resources

Student Learning Objective(s) The student is able to recognize, recall and locate cause and effect (when explicitly stated) from a selection read.

State Goal

1

District Goal

Program Goal

2,6,7

Related Area(s) _____

Suggested Activities: Grade(s) <u>4-6</u>	Suggested Monitoring Procedures	Possible Resources
Example: front -The water in Sal's aquarium developed a layer of scum on the surface. -Sal forgot to clean his tank for over a week. back E C		District Resources

Suggested Activities: Grade(s)

Suggested Monitoring
Procedures

Possible Resources

District Resources

194

195

Student Learning Objective(s) The student is able to recognize, recall and locate comparisons

(when explicitly stated) from a selection read.

State Goal

District Goal

Program Goal

1
2,6,7

Related Area(s) _____

Suggested Activities: Grade(s) 4-6

Suggested Monitoring
Procedures

Possible Resources

Title: Comparing Impressions
Group Size: class or reading group
Materials: newspaper articles, reading texts, etc.

Procedure(s):

- . Have students read a story or news article in which several witnesses have seen the same happening, i.e., Loch Ness Monster or Big Foot stories.
- . Make up a comparison chart comparing various aspects of story using reactions of the different witnesses.

Name of Witness	Month Spotted	Distance Seen	Shape	Color
Mary				
Alex				
Ross				

District Resources

Suggested Activities: Grade(s) _____

Suggested Monitoring
Procedures

Possible Resources

Title: Making Comparisons
Group Size: individual, pairs, or entire
class
Materials: worksheet with chart below for
each group of children

Procedure(s):

- Students fill in chart showing the difference between two animals, people, or plants about which they have read.
- They may use reference books to complete the chart. The teacher may give each student a duplicated outline or the outline may be written on the board.

Example:

The Porcupine and Raccoon		
	Porcupine	Raccoon
1. Appearance		
2. Kind of home		
3. Food		
4. Means of Protection		
5. Habits		
6. Young		
7. Size		
8. Hibernation		
9. Usefulness		
10. Where found		

District Resources

199

199

Student Learning Objective(s) The student is able to recognize, recall and locate comparisons

State Goal

(when explicitly stated) from a selection read.

District Goal

Program Goal

2,6,7

Related Area(s) _____

Suggested Activities: Grade(s) 4-6Suggested Monitoring
Procedures

Possible Resources

Title: Find It In The Classifieds
Group Size: small groups (4-6)
Materials: classified sections, 12 x 18
 blank sheets

Procedure(s):

- . Use the "For Sale" classified ad section in newspaper.
- . Assign students to a certain type of item (auto for sale, houses for sale).
- . Have groups (determined by type of item) of students make charts comparing items offered for sale.

Example:

HOUSE

Location	Rooms	Price	Extras

Observe class at work.

Books:

Change For Children, Kaplan,
 Kaplan, Madsen and Taylor,
 Goodyear Publishing Co., 1973
 pages 75-77

Games Which Challenge The
 Intellect, Wagner Hosier
 Grade Teacher Publications 1969

District Resources

Title: Find It
Group Size: entire class
Materials: old story books, crayons

Procedure(s):

- . Recall or locate a certain comparison.
- . Underline one example in one color and what it is being compared to in another color.

Example: Terry was a kind-hearted boy, but his
brother was very selfish.

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources																
<u>Title:</u> <u>Owls in the Family</u> by Farley, Mowat <u>Group Size:</u> small group, entire class <u>Materials:</u> worksheet and distribute a chapter (or teacher reads aloud) <u>Procedure(s):</u> . Have students list adjectives and phrases pertaining to each owl. <table><tr><td><u>WOL</u></td><td><u>Weeps</u></td></tr><tr><td>1. color: white</td><td>1. color: brown, mottled</td></tr><tr><td>2. how it was found: escaped death as infant under leaves during storm</td><td>2. how it was found: huddled in bottom of burn barrel being stored by children</td></tr><tr><td>3. learned to fly</td><td>3. afraid to try to fly</td></tr></table> . This can grow into an inferential exercise later with Weeps fearing almost anything a student could name, the WOL's, daring and majestic. <u>Owls in the Family</u> page references corresponding to listed characteristics. <table><tr><td><u>WOL</u></td><td><u>Weeps</u></td></tr><tr><td>1. 46</td><td>1. 45</td></tr><tr><td>2. 26, 44 - 45</td><td>2. 38 - 41, 44 - 45</td></tr><tr><td>3. 47 - 50</td><td>3. 50</td></tr></table>	<u>WOL</u>	<u>Weeps</u>	1. color: white	1. color: brown, mottled	2. how it was found: escaped death as infant under leaves during storm	2. how it was found: huddled in bottom of burn barrel being stored by children	3. learned to fly	3. afraid to try to fly	<u>WOL</u>	<u>Weeps</u>	1. 46	1. 45	2. 26, 44 - 45	2. 38 - 41, 44 - 45	3. 47 - 50	3. 50		<u>Owls in the Family</u>, Mowat, Farley, Atlantic-Little, Brown Books, 1961
<u>WOL</u>	<u>Weeps</u>																	
1. color: white	1. color: brown, mottled																	
2. how it was found: escaped death as infant under leaves during storm	2. how it was found: huddled in bottom of burn barrel being stored by children																	
3. learned to fly	3. afraid to try to fly																	
<u>WOL</u>	<u>Weeps</u>																	
1. 46	1. 45																	
2. 26, 44 - 45	2. 38 - 41, 44 - 45																	
3. 47 - 50	3. 50																	
		<u>District Resources</u>																

202

96

203

SUBJECT: ReadingSPECIFIC AREA: Comprehension: Interpretive

The student knows:

- . ideas, events or actions may be implied rather than stated directly in a selection.
- . an analogy is a comparison of two things that are related in some way.
- . inferred details are those details which the author did not include but could have made the materials more informative, interesting or appealing.
- . the main idea, theme or focus may not be stated in the selection.

The student is able to:

- * . infer sequence in a selection.
- * . identify an unstated main idea.
- * . infer character traits from actions, feelings and thoughts of characters.
- * . classify characters, traits, events and personal experiences, times, places and ideas in a reading selection.
- * . infer cause and effect relationships.
- * . draw conclusions and substantiate them with reference to the material read.
- . draw conclusions and generalize to new situations.
- * . predict the outcome of a selection.
- . summarize a selection.
- * . recognize relationships between analogous pairs.
- . infer meanings from figurative language: idioms, metaphor, simile
- . identify and formulate generalizations.

The student values:

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER _____

205

206

Student Learning Objective(s) A. The student knows ideas, events or actions may be implied

State Goal

1, 9

rather than stated directly in a selection. B. The student is able to infer sequence in a

District Goal

selection.

Program Goal

1,6,7

Related Area(s)

Suggested Activities: Grade(s) 4-6

Suggested Monitoring Procedures

Possible Resources

Title: Map Activity
Group Size: small group, entire class
Materials: worksheet

Procedure(s):

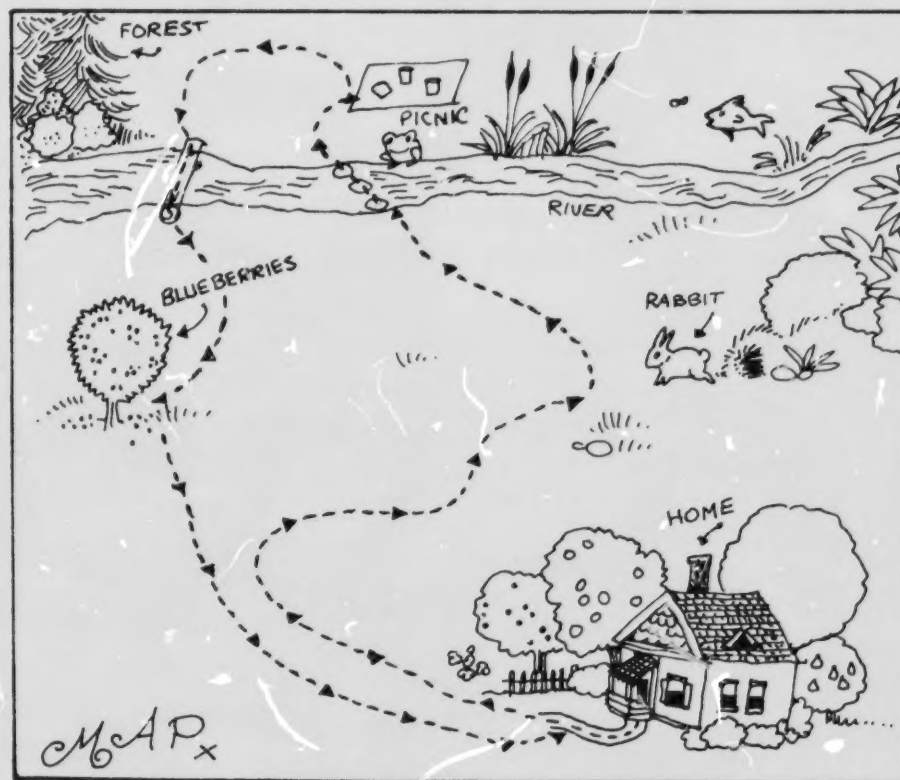
- . Give students a worksheet with a map of something they could experience.
- . Have students list events in sequence after reading the map.
- . (Provide events - 1 and 7 for the students - leave 2-6 blank).

Example:

1. The two boys left home.
2. They (saw a rabbit).
3. They (crossed a river).
4. They (had a picnic).
5. They (crossed the river again).
6. They (ate blueberries).
7. They arrived back home.

Variations:

- . Recipe: Read and explain the sequence and purpose of ingredients in a recipe.
- . Cartoon strip: Cut up a cartoon strip and have students put the pictures back together sequentially.
- . Sentence phrases: Cut up sentences, phrases on cards, and put them in order by using the words, (after, while, somewhere).



Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
. Webster's Dictionary: Write directions to somewhere (locating words in the dictionary by directions which give clues). 1. You'll find it listed under "6". 2. It might be on page 93. 3. Look down the list and you will find the "g" word you had in mind. It comes in sticks It's fun to chew. Sugarless is best for you. 4. Where did you find it? 5. What words precede and follow the word? 6. What is it? <u>Title:</u> <u>Group Size:</u> individuals, pairs, entire class <u>Materials:</u> <u>Christmas Carol</u> by C. Dickens <u>Procedure(s):</u> . Read or listen to <u>Christmas Carol</u> by Charles Dickens. . Have students make cartoon strips of the selection. . Then have the students label events that happened in the story by past, present and future. . In a class discussion see if students agree on the sequence of events in <u>Christmas Carol</u> as to past, present and future. <u>Title:</u> <u>Group Size:</u> small group, entire class <u>Materials:</u> book, <u>Where The Red Fern Grows</u> <u>Procedure(s):</u> . Read a selection such as <u>Where The Red Fern Grows</u>. . Have students infer events or actions of characters when such events or actions are not stated. Be sure students can relate events to the proper time frame or sequence of the story. <u>Example:</u> In the story <u>Where The Red Fern Grows</u> have students infer where the dogs went at the end when the red fern came up at the grave site.	100	District Resources 210

Student Learning Objective(s) A. The student knows ideas, events or actions may be implied

State Goal

1, 9

rather than stated directly in a selection. B. The student is able to infer sequence in a

District Goal

selection.

Program Goal

1,6,7

Related Area(s) _____

Suggested Activities: Grade(s) 4-6Suggested Monitoring
Procedures

Possible Resources

Title: What Would Happen and When?
 Group Size: individual, entire class
 Materials: worksheet

Procedure(s):

- . Select or write two short paragraphs that introduce an incident or story.
 - . Below the paragraphs list several sentences that may or may not have happened as a result of the story.
 - . The students then select which sentences could have happened in the story.
 - . Students then write the sentences on their worksheets in proper sequential order.
- Example: Only five seconds remained on the clock. How could Slick Watts shoot a basket? He dribbled low with his left hand and drove for the basket. Suddenly a huge hand loomed over the ball. A groan was heard in the stands for the game was over. Home fans consoled Slick and let him know they appreciated his effort. All he wanted to do was get to the showers.

Seattle won the game.
 Seattle lost the game.
 Slick made the basket.
 Slick did not make the basket.
 Seattle was ahead in the game.
 Seattle was behind when five seconds remained on the clock.

Books:

Reading and Thinking Skills 4
 Continental Press, page 20.

"Go", Scholastic Magazine Publications, 1974, Master 27
 TV 2;88/6.

Detecting the Sequence, Richard A. Boning, D. E. Barnell Loft, Ltd., Baldwin, N.Y. 1973.

District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
<u>Title:</u> What's Not In The Story? <u>Group Size:</u> entire class <u>Materials:</u> narrative selection <u>Procedure(s):</u> - Write a short narrative selection on a worksheet about an adventure, trip, event (you may want to modify the selection somewhat and leave out some explicit facts that could be inferred from the rest of the story). - Ask for facts that are implied by the information given but are not actually stated. <u>Example:</u> All the boys came after school to play ball. I was the first batter. The first pitch was just right and I swung hard. The next thing I heard was the crash and tinkle of breaking glass. Suddenly I was alone on an empty lot. - What kind of game were they playing? Did he hit the ball? What did the other boys do when the glass broke?		<u>Detecting The Sequence</u>, Richard A. Boning, Barnell Loft, Ltd. Baldwin, N.Y. 11510, 1973.
<u>Title:</u> Missing Middles <u>Group Size:</u> pairs, small groups <u>Materials:</u> 3" x 5" cards <u>Procedure(s):</u> - On each card write a beginning statement (or cause) and a consequence which happens after an (inferred) event that is not stated in the selection. - Orally or in writing have the students state what they think happened in between. <u>Examples:</u> Mary forgot to bring her umbrella to school with her. Mary was drenched when she arrived home from school. Therefore, what must have happened? (It rained as Mary was walking home from school). Harry planned to work after school on his homework. Several friends came to Harry's home unexpectedly. When the teacher asked for everyone's homework the next day, Harry was unable to produce his. Therefore, what must have happened? (Harry spent his time with his friends instead of doing his homework).	102	<u>District Resources</u> 214

Student Learning Objective(s) The student is able to identify an unstated main idea.

State Goal

1

District Goal

Program Goal

1,2,6

Related Area(s) _____

Suggested Activities: Grade(s) 6Suggested Monitoring
Procedures

Possible Resources

Title: Main Idea With Newspaper
Group Size: small group, entire class
Materials: newspapers, writing paper

Procedure(s):

- . Give each student a page of a newspaper.
- . Have students get as many ideas as they can by skimming over the page. Allow two to three minutes.
- . Have them write as many ideas as they can remember.
- . Have students tentatively classify ideas as to main idea and details.
- . Then have students read newspaper articles to see which ideas were really main ideas.

Main Idea	Details
~~~~~	~~~~~
~~~~~	~~~~~
~~~~~	~~~~~
~~~~~	~~~~~
~~~~~	~~~~~

110 Reading Comprehension  
Activities, Cutzler & Linn,  
 Instructor Publications, Inc.,  
 Dansville, N.Y., 14437

District Resources



Suggested Activities: Grade(s) _____

Suggested Monitoring  
Procedures

Possible Resources

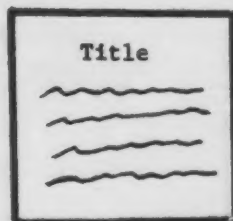
Title: Aesop's Fable Fun  
Group Size: small group, entire class  
Materials: worksheet, tagboard

Procedure(s):

- . Match the Aesop's Fable with its moral. This can be done orally or on a worksheet. Have the student read fable and either guess the moral or select it from several choices.
- . Have students write their own fables with morals.
- . Have them read their fable aloud and have class guess the moral.

Variations:

- . The fables can be typed and laminated to tagboard cards for a matching game. Place the fable on one sheet of tagboard and its moral on a smaller piece.
- . Allow the student to read the fable and match the moral with it.
- . Title of fable can be placed on backside of moral card for self correcting.



Fable



Moral

(reverse side list  
title for self  
correction)

District Resources

217

104

218



Student Learning Objective(s) A. The student knows inferred details are those details which the State Goal  
author did not include but could have made the material more informative, interesting or appealing. District Goal  
B. The student is able to infer character traits from actions, feelings and thoughts of characters. Program Goal

1,2,9

1,6,7

Related Area(s) _____

Suggested Activities: Grade(s) 4-6Suggested Monitoring  
Procedures

Possible Resources

Title: Guessing Riddles  
Group Size: small groups, pairs, entire class  
Materials: selection (read orally or silently)

Procedure(s):

- . The teacher or the students make up riddles about animals or people in the story read to the class, or silently by the students.
- . One student reads the riddle, and the others guess the answer. The teacher may duplicate the riddles and the students write the answers.

Title: Who's Who  
Group Size: individual, small groups, entire class  
Materials: notecards (for writing sketches)

Procedure(s):

- . Write character sketches of story characters who appear in a series of reading stories. The sketch can remain true to the story or can be expanded to include impressions of the character which were not described in the stories.
- . Take turns guessing who the characters are. When a correct guess is made, the guesser can act out the character sketch.

Specific Skills Services  
Getting The Main Idea,  
 Richard A. Boning, Barnell  
 Loft, Ltd.

District Resources

220

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
<u>Title:</u>            Make up Questions  <u>Group Size:</u>    entire class  <u>Materials:</u>     a selection of sentences or short paragraphs which show inferences    <u>Procedure(s):</u>      - Ask students to make up questions about sentences or short paragraphs.    - Read or pass out worksheets with examples.  <u>Example:</u> Jack's heart sank as he watched Mr. Summers write the test questions on the board.       Questions:      - Is Jack prepared for the test?    - Will Jack get a good grade?    - What do you think Jack did instead of studying for the test?        <u>Title:</u>            Character Change  <u>Group Size:</u>    small group, entire class  <u>Materials:</u>     books, worksheets with story summaries    <u>Procedure(s):</u>      - Have students pick two major characters from one story and have them reverse roles.    - Have student write or discuss how the story would change if the characters were in different roles.    - Have them do the same thing with two different stories.    - Take a strong character from one story and place that character in a very different role in another story.    - Discuss how events in the second story would change with a totally different character in a major role.	Observe oral responses.	110 <u>Reading Comprehension Activities</u>, Linn Gutzler, Instructor Publications
221	106	District Resources   222

Student Learning Objective(s) The student is able to classify characters, traits, events and personal experiences, times, places and ideas in a reading selection.

State Goal

1,9

District Goal

Program Goal

2,6,7

Related Area(s)

Suggested Activities: Grade(s) 4-6

Suggested Monitoring Procedures

Possible Resources

Title: Straighten Up The Mess  
 Group Size: individual, entire class  
 Materials: worksheet

Procedure(s):

- Provide the students with a worksheet with a jumble of words written all over the page. The words should refer to times, places, events, feelings, etc.

Example:

FOOTBALL NOW REGRET YEAR  
 SORROW GLEE COUNTY FAIR HAPPY

- Explain that you had these words organized into three columns, but that you dropped the paper on the way to work and the words became jumbled again.
- The student's task, then, is to organize these words into the proper columns.

Example:

Times	Places	Events	Feelings

Note: This may be a pre-activity to the following activity "Category Board".

223

Check answers students give.  
 Ask for justification.

Organizing Information,  
 Skillbooster D, Modern  
 Curriculum Press, 1976

District Resources

224

Suggested Activities: Grade(s) _____

Suggested Monitoring  
Procedures

Possible Resources

Title: Category Board  
Group Size: small group, entire class  
Materials: reading selection, board, chalk

Procedure(s):

- . List separate categories, i.e., character, traits, events.
- . Have students list words that fit (from selection) under each category.

Name of Character	Character Traits	Events	Setting
Larry Todd	evil humble consoling	robbery	bank

Title: What Would Happen If....  
Group Size: individual  
Materials: prepare circumstances to match known story characters

Procedure(s):

- . The student has read a story having a main character with which he has become familiar.
- . Teacher composes several fictitious circumstances into which students can project the character they have met in another story.

Examples:

A telegram has come announcing that your character will soon be visited by relatives he does not like. What will the character do? How will he react?

A doctor has just told your character that he must have a serious operation. What will the character do? How will he react?

District Resources

226



Student Learning Objective(s) The student is able to classify characters, traits, events and  
personal experiences, times, places and ideas.

State Goal

1, 9

District Goal

Program Goal

2,6,7

Related Area(s) _____

Suggested Activities: Grade(s) 4-6Suggested Monitoring  
Procedures

Possible Resources

Title: Five Facts Report  
Group Size: small group, entire class  
Materials: slips of paper, (each with  
 name of zoo animal) appropriate  
 reference books

Procedure(s):

- . Teacher cuts slips of paper and writes the name of a zoo animal on each.
- . Each player draws a slip from the box and searches for specific information about the animal.
- . Student prepares five facts to report in his/her own words.
- . Four of the facts are simply stated, but the fifth one may be elaborated upon. The students try to guess the name of the animal.

Title: The Five W's  
Group Size: pairs, small group, entire  
 class  
Materials: newspaper or district textbook

Procedure(s):

- . The students write Who, What, Where, Why and When into column headings at the top of their papers.
- . They look through stories to find the answers.
- . This may be done as a class project, or the student may do it individually.
- . This same idea may be used having the students find all the words in the lesson that could be classified under the five headings.

District Resources



Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
<u>Title:</u> Match-0  <u>Group Size:</u> individual, pairs, small groups  <u>Materials:</u> prepared stories and questions  <u>Procedure(s):</u>     - The student(s) are given a series of personality traits, i.e., a. boastful, b. lazy, c. honest, and several very brief stories (1-2 paragraphs) in which the main character displays a personality trait.    - The student chooses a trait and matches it to the correct story.    - This activity can be altered to fit events, times, places, moods and ideas as well.	Check answers students give.	District Resources

Student Learning Objective(s) The student is able to infer cause and effect relationships.

State Goal

1, 4

District Goal

Program Goal

2, 6, 7

Related Area(s) _____

Suggested Activities: Grade(s) 4-6Suggested Monitoring  
Procedures

Possible Resources

Title: Diamond Mine  
Group Size: individual, pairs  
Materials: tagboard or posterboard,  
 scissors, felt pens, stars  
 (green, red)

Student can check self by look-  
 ing at back side of triangle  
 to make certain the numbers  
 match.

Procedure(s):

- . Cut posterboard into triangle shapes 6" x 6".
- . Cut even numbers of triangles (at least 16).
- . Write cause sentences on half of the posterboard triangles and place a red star near the top.

Example:

The snow fell in heavy drifts.

John watched television for eight straight hours.

- . Write effect sentences and place a green star on the remaining triangles.

Example:

Cars and trucks could not get to town.

John complained that his eyes ached.

- . Number the triangles on the back by matching cause and effect sentences (so the students can check themselves).
- . Have the students match the cause-effect sentences.

Variation:

- . Red and green stars can be omitted to make the exercise harder.

District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
<u>Title:</u> Cause and Effect Draw  <u>Group Size:</u> individual  <u>Materials:</u> newspaper cartoons, comic books, <u>Mad Magazine</u>, possibly old basal readers, tagboard or poster board, glue, scissors (may want to use 3" x 5" cards)    <u>Procedure(s):</u>       . Select cartoons or captions that represent cause or effect relationships. Mount them on cards or tagboard (laminating is optional).     . Indicate on the card with the letter "C" (cause) or "E" (effect) which relationship the picture or caption represents.     . Have the student pick a card.     . Then on a blank 3 x 5 card have the student draw a picture of the related cause or effect to complete the relationship.     . You may choose to have the student write a sentence to go along with his/her illustration.       <u>Example:</u> If the student selects an "effect" card, he/she must make a card that illustrates the cause, with accompanying sentence.		<u>Books:</u>   <u>Keystone Reference Handbook</u>, Houghton Mifflin Co., 1976, pages 189-192      District Resources

Student Learning Objective(s) A. The student is able to draw conclusions and substantiate them State Goal

with reference to the material read. B. The student is able to draw conclusions and generalize District Goal

to new situations. Program Goal

1, 4
2, 6, 7

Related Area(s) _____

Suggested Activities: Grade(s) <u>4-6</u>	Suggested Monitoring Procedures	Possible Resources
<u>Title:</u> Drawing Conclusions From Sentences   <u>Group Size:</u> small groups, entire class   <u>Materials:</u> worksheet   <u>Procedure(s):</u>      - On the worksheet, write several sentences taken from a reading lesson. Following each sentence, write a thought, statement or question that guides the students in drawing conclusions about what they have read.       <u>Example:</u>   The old man went merrily down the street, whistling all the way.   I know the old man was happy because _____.   "I am in a hurry to get home," the man said to his pig.   What did the man want the pig to do? _____   <u>Title:</u> Read Between the Lines   <u>Group Size:</u> small group, entire class   <u>Materials:</u> readers, science and social studies texts   <u>Procedure(s):</u>      - Selections from texts are read by students.    - Have the following types of questions written on the chalkboard that guide the students in drawing conclusions about the material read. Make questions appropriate to the information provided in each selection.		Specific Skills Services   <u>Books:</u>   <u>Drawing Conclusions</u>, Richard A. Boning   District Resources

Suggested Activities: Grade(s) _____

Suggested Monitoring  
Procedures

Possible Resources

- . What time of year is it?
- . Did this happen recently? Reason?
- . Where did this take place?
- . Do these people live the same as we do?
- . What would you like about doing these things?

District Resources

237

114

238



Student Learning Objective(s) The student is able to draw conclusions and substantiate them with reference to the material read.

State Goal

1, 4

District Goal

Program Goal

2,6,7

Related Area(s) _____

Suggested Activities: Grade(s) 4-6

Suggested Monitoring  
Procedures

Possible Resources

Title: Anticipation  
Group Size: small groups, entire class  
Materials: short stories

Procedure(s):

- . Hand out a short story of high interest level.
- . Leave off the last paragraph or two.
- . Have students read the story and write their own ending.
- . Have them list at least three facts from the story supporting their conclusions.
- . Collect and have students take one or two each and read them aloud.
- . Discuss which ones are most valid. You may even slip in the author's ending and see how many like his/her ending.

Variation: (For older students).

- . Have students list four or five facts from the story supporting their conclusion.

Title: What If.....  
Group Size: small groups, entire class  
Materials: story

Procedure(s):

- . Read a selection. Change various parts of the story and have students respond to "What If..." questions.
- Example: After reading the book, My Brother Stevie, ask:
1. What if the rocks the boys were throwing at the trains hit the engineer?
  2. What if Stevie and his sister hadn't gone to see his teacher?
  3. What if they hadn't found Stevie's teacher in Hackettville?

Teacher observation. Call for and check for three supporting factors.

Specific Skill Series, Drawing Conclusions D, E, F, Richard Boning.

Datalog, The Economy Company  
s.g. 196

District Resources

Suggested Activities: Grade(s) _____

Suggested Monitoring  
Procedures

Possible Resources

241

116

District Resources

242

Student Learning Objective(s) The student is able to predict the outcome of a selection.

State Goal

1,4

District Goal

Program Goal

2,6,7

Related Area(s) _____

Suggested Activities: Grade(s) 4-6Suggested Monitoring  
Procedures

Possible Resources

Title: Predict The Ending  
Group Size: small group, entire class  
Materials: tape recorder, paper pencil

Keystone Manual, Houghton  
 Mifflin Co., pages 308-309

Procedure(s):

- . Tape record several short selections leaving off the endings.
- . Play the tape to the students and have them write their own endings using the facts given to predict the outcome.
- . Play another tape with the endings included. Have students compare the endings they wrote with the real ending.

Variations:

1. Act out the endings.
2. Make puppets to act out the endings.
3. Make cartoon-like transparencies illustrating the endings.

Title: What Do You Think Happened Next  
Group Size: small group, entire class  
Materials: reading books

Procedure(s):

- . Have students read a story from their reading book.
  - . At certain points in the story have them stop and predict what will happen next as a result of a specific incident or character's actions in a story.
- Example: Tom hit a long fly over the fence.  
 (Incident). It went through Mr. Jenkins' window.  
 (Possible outcome predicted by students).
1. Mr. Jenkins runs after Tom and demands that

District Resources

244

Suggested Activities: Grade(s) _____

Suggested Monitoring  
Procedures

Possible Resources

- he pay for the window.
2. Tom knocks on Mr. Jenkins' door and offers to work for him in order to pay for the window.
  3. Tom runs home and hides in his room. Mr. Jenkins accuses one of the other players of breaking the window.
  4. Mr. Jenkins doesn't mind that the window is broken. He says he needs ventilation in the attic anyway.
  5. Mr. Jenkins' window is open. He throws the ball back to Tom.

District Resources

215

216

Student Learning Objective(s) The student is able to summarize a selection.

State Goal

1, 9

District Goal

Program Goal

2,6,7

Related Area(s) _____

Suggested Activities: Grade(s) 4-6Suggested Monitoring  
Procedures

Possible Resources

Title: Stories in the News  
Group Size: entire class  
Materials: newspaper articles,  
 short stories

Procedure(s):

- . Read newspaper articles.
- . Discuss purpose of headline.
- . Discuss main elements of newspaper article-- who, what, where, why and when.
- . After reading, use headline to summarize and get main idea.
- . The rest of the article will summarize the story, giving the who, what, where, why and when.

Title: Book "Mobiles"  
Group Size: entire class  
Materials: tagboard strips (approximately  
 4" x 9"), felt pens, yarn

Procedure(s):

- . Use three pieces of tagboard.
- . Summarize the story in three parts (beginning, middle and ending).
- . Tie together with yarn.
- . Attach hanger to top and use as mobile.

Title: Summarizing in the Sand  
Group Size: entire class  
Materials: strong box, sand for box,  
 tongue depressors, art material  
 to make characters

"Newspaper in the Classroom"  
 Seattle Post Intelligencer

Kids' Stuff, Forte, Frank,  
 MacKinzie, Incentive Publica-  
 tions, 1973, page 86.

District Resources

213



Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
<u>Procedure(s):</u>       . After reading selection, students draw characters on construction paper, cut them out and paste to tongue depressors.     . Students then give the main highlights of the selection read by moving the character puppets around in the sand.     . Students should be limited to time and/or the <u>most</u> important things that happened in the story.        <u>Title:</u> Telegram It  <u>Group Size:</u> entire class  <u>Materials:</u> old telegram            <u>Procedure(s):</u>       . Show students a copy of a telegram.     . Write some telegrams with the class to give practice in compacting sentences and ideas.     . Then ask each student to write a summary of a story read or library book limiting themselves to space provided by a telegram.        <u>Title:</u> New Covers For Old Books  <u>Group Size:</u> entire class  <u>Materials:</u> book jackets		
<u>Procedure(s):</u>       . Collect several book jackets and distribute to students for their examination.     . Notice features of book jacket.     . Ask each student to make a jacket for a book he/she has read.                  Include: Attractive cover.                      Summary front flap.                      Author's information on back flap.		<u>District Resources</u>

Student Learning Objective(s) A. The student knows an analogy is a comparison of two things that State Goal  
are related in some way. B. The student is able to recognize relationships between analogous pairs. District Goal

Program Goal 1,4,9  
 1,6,7

Related Area(s) _____

Suggested Activities: Grade(s) 5-6

Suggested Monitoring  
Procedures

Possible Resources

Title: Relatives  
Group Size: individual, small group,  
 entire class  
Materials: large strips of tagboard

Procedure(s):

- On each strip of tagboard, put three pictures, two of which are related, and label what each picture is.

Example:



jacket



coat



watch

- Have the student(s) look at the pictures on one strip. Explain that two of the pictures are relatives (related). One does not belong.
- If using posters, turn the one that does not belong over.
- Ask student(s) to tell, or write in a brief sentence, how the other two pictures are related.
- Point out to the student(s) that both the coat and jacket are related because they have the same job or function.
- Use this technique with more picture/word pairs that are related in terms of function.
- Have the student(s) verbalize each time how the pictures are related, i.e., in terms of function.

District Resources

252

Suggested Activities: Grade(s) _____

Suggested Monitoring  
Procedures

Possible Resources

Title: Matching  
Group Size: individual, entire class  
Materials: prepared activity sheets

Correct worksheet.

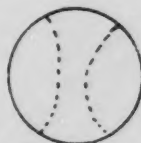
Procedure(s):

- . Teacher should explain word relationships or similarities and provide examples using pictures. (see example below).
  - . Provide students with the worksheet.
  - . Work one or two with group.
  - . Allow students to complete activity sheet.
- Correct in class, asking students to tell how the items are related.

Example:

Analogies

Choices



253



District Resources

254

Student Learning Objective(s) A. The student knows an analogy is a comparison of two things that State Goal  
are related in some way. B. The student is able to recognize relationships between analogous pairs. District Goal

Program Goal 1,4,9  
 1,6,7

Related Area(s) _____

Suggested Activities: Grade(s) 5-6	Suggested Monitoring Procedures	Possible Resources																																		
Title:Developing Relationships  Group Size:entire class  Materials:chalkboard    Procedure(s):   - The teacher suggests a familiar experience such as going to the circus, having a birthday party, visiting the doctor, or walking on the beach.   - Students give as many word ideas as possible. In order to avoid spelling difficulties, the teacher writes ideas on the board as fast as the students suggest them.     Example: Circus (Brainstorming at first listing all ideas.)<table><tr><td>animals</td><td>elephants</td><td>clowns</td><td>lions</td><td>heat</td></tr><tr><td>cages</td><td>music</td><td>horses</td><td>seals</td><td>noise</td></tr><tr><td>money</td><td>peanuts</td><td>cars</td><td>tracks</td><td>tickets</td></tr><tr><td>ladies</td><td>trapeze</td><td>rings</td><td>tightrope</td><td>dogs</td></tr><tr><td>roaring</td><td>children</td><td>tents</td><td>people</td><td>cages</td></tr><tr><td>barking</td><td>lights</td><td>balloons</td><td>ponies</td><td>fences</td></tr></table>    - Be sure to get as many words as possible. The more the better.   - Having previously talked about the following background information, use the seven types of analogies and have the students find examples from their word list of each type.     Examples:<table><tr><td>Class</td><td>animals/elephant</td></tr><tr><td>Origin</td><td>dogs/barking</td></tr></table>	animals	elephants	clowns	lions	heat	cages	music	horses	seals	noise	money	peanuts	cars	tracks	tickets	ladies	trapeze	rings	tightrope	dogs	roaring	children	tents	people	cages	barking	lights	balloons	ponies	fences	Class	animals/elephant	Origin	dogs/barking		District Resources   256
animals	elephants	clowns	lions	heat																																
cages	music	horses	seals	noise																																
money	peanuts	cars	tracks	tickets																																
ladies	trapeze	rings	tightrope	dogs																																
roaring	children	tents	people	cages																																
barking	lights	balloons	ponies	fences																																
Class	animals/elephant																																			
Origin	dogs/barking																																			

255

123

Suggested Activities: Grade(s) _____

Suggested Monitoring  
Procedures

Possible Resources

Background Information:

Types of analogies:

1. part to whole
2. sequence
3. origin
4. class
5. function
6. opposites
7. synonyms

Examples:

1. finger/hand
2. six/seven, f/g
3. paper/tree  
wheat/bread
4. fruit/orange  
carrot/vegetable
5. shoe/foot  
glove/hand
6. weak/strong  
cold/hot
7. hate/despise  
expand/enlarge

Variation:

- . Teacher introduces use of five senses in connection with familiar situations.

Example: Circus (As experienced through the five senses.) What you--

<u>See</u>	<u>Hear</u>	<u>Smell</u>	<u>Feel</u>	<u>Taste</u>
tent	roaring	animals	excitement	popcorn
animals	shouting	tanbark	happy	hotdogs
band	music	sweat	scared	soft drinks
		peanuts		

District Resources

257

258



Student Learning Objective(s) A. The student knows an analogy is a comparison of two things that State Goal  
are related in some way. B. The student is able to recognize relationships between analogous pairs. District Goal  
 Program Goal

1,4,9

1,6,7

Related Area(s) _____

Suggested Activities: Grade(s) 5-6Suggested Monitoring  
Procedures

Possible Resources

Title: Analogy Bingo  
Group Size: small group, entire class  
Materials: blank Bingo cards

Types of analogies:      Examples:  
 1. part to whole      1. finger/hand  
 2. sequence      2. six/seven  
                                  f/g  
 3. origin      3. paper/tree  
                                  wheat/bread  
 4. class      4. fruit/orange  
                                  carrot/vegetable  
 5. function      5. shoe/foot  
                                  glove/hand  
 6. opposites      6. weak/strong  
                                  hot/cold  
 7. synonyms      7. hate/despise  
                                  expand/enlarge

District Resources

Procedure(s):

- . Fill in the blank spaces on the card with the types of analogies from the above column. You will use some words more than once.
- . Teacher either says or flashes a pair of analogies, i.e., finger/hand, shoe/foot.
- . Student decides which type the pair is and covers the word (words if used more than once) on the card.
- . Student calls out "Bingo" when he/she has covered a row either across, up, down, or diagonally.

Suggested Activities: Grade(s) _____

Suggested Monitoring  
Procedures

Possible Resources

District Resources

201

202

Student Learning Objective(s) The student is able to infer meanings from figurative language:

State Goal

1,4,10

personification, idioms, metaphor, simile.

District Goal

Program Goal

1,2,6

Related Area(s) _____

Suggested Activities: Grade(s) 5-6Suggested Monitoring  
Procedures

Possible Resources

Title: Easy as Pie  
Group Size: individual, entire class  
Materials: chalkboard

Procedure(s):

- Ask students to finish this line:

Midnight is like _____.

Hair is as _____ as _____.

The sun is like _____.

- Repeat this procedure until each student has had a chance to complete a few similes of metaphor.
- Discuss and let students modify them or write their own.

Examples: Discuss or illustrate the following:

As tough as a brick.

As shy as an ostrich.

Tickles like a feather.

- Have students locate similes or metaphors in their reading books.
- Duplicate a list of several more "beginnings" for students to complete.

Yellow is like _____.

Jane's hair is as red as _____.

The beetle is like _____.

Her voice sounds like _____.

She walks like _____.

A tomato is as _____.

The flag pole is like _____.

Bees sound like _____.

The inside of my desk looks like _____.



District Resources

264

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
<u>Title:</u> Metaphor Madness  <u>Group Size:</u> individual, entire class  <u>Materials:</u> teacher's list of sentences having metaphors in them, student notebook, paper, pencil, chalkboard or overhead projector     <u>Procedure(s):</u>  . Write sentences with metaphors on chalkboard or overhead projector.  . Student is to complete the following statements for each sentence:  (a) What two things are being compared?  (b) How are those two things alike in this sentence?  <u>Examples:</u> After standing outside in the cold, my hands were like two ice cubes.  (a) What are the two things being compared?  <u>hands--ice cubes</u>  (b) How are the two things alike in the sentence?  <u>cold</u>     <u>Title:</u> Sensory Images  <u>Group Size:</u> small groups, entire class  <u>Materials:</u> cards, felt pen		
<u>Procedure:</u>  . From a story you have just read, select words stimulating strong sensory images and write them on the board or cards.  <u>Examples:</u> steaming, uncoiled, stealthily, shadowy or drowsy.  . Show a card and have students tell what images the word calls to their minds.  . If this word does not elicit an immediate response, contribute some sensory impressions of your own.  . You might have students find and list in the text specific descriptive words involving vivid sensory images.		District Resources

255

Student Learning Objective(s) A. The student is able to infer meaning from figurative language: State Goal

personification, idioms, metaphor, simile. District Goal

Program Goal

1,4,10

1,2,6

Related Area(s) See Language Arts, figurative language.

Suggested Activities: Grade(s) <u>5-6</u>	Suggested Monitoring Procedures	Possible Resources
<u>Title:</u> Categorize the Figure of Speech   <u>Group Size:</u> individual   <u>Materials:</u> cardboard, one 12" x 7" piece colored, one plain 20" x 7"   <u>Procedure(s):</u>       . Cut colored cardboard into three 4" x 7" pieces.     . On one card write: PERSONIFICATION: A statement that treats a lifeless object or idea as if it were alive.     . On another card write: METAPHOR: A figure of speech, based on some resemblance of a literal to an implied subject.     . On the last card write: SIMILE: A comparison, as a figure of speech.     . Cut the white cardboard into 1½" x 7" strips.     . Write on each strip an example of one category such as: The ocean's fists beat against the shore.     . On the back of that same strip write: -- PERSONIFICATION.     . The student then reads the sentence and places it under the proper category.     . The student may turn the strip over to see if it was placed in the right category.		District Resources



Suggested Activities: Grade(s) _____

Suggested Monitoring  
Procedures

Possible Resources

Title: Idiom Illustration  
Group Size: individual, entire class  
Materials: tagboard, felt pen,  
8½" x 11" paper

Procedure(s):

- . Make tagboard signs of various idioms used in our language.
  - . Have the students choose three or four and use them in a sentence.
  - . Then illustrate each idiom as if it were defined literally.
- Example: Sam ran through ten dollars at the fair.



Title: Idiom Meanings  
Group Size: individuals, pairs, small groups  
Materials: cards made of tagboard

Procedure(s):

- . Write idioms on one card.
- . Write meanings on other cards.
- . If a card has an exact meaning it is marked with an * and so is the answer card.

Example:

Answer Cards

change hands

thirteen

Idioms

change ownership

baker's dozen

200

130

District Resources

270

Student Learning Objective(s) The student is able to infer meanings from figurative language:

State Goal

1,4,10

personification, idiom, metaphor, simile.

District Goal

Program Goal

1,2,6

Related Area(s) _____

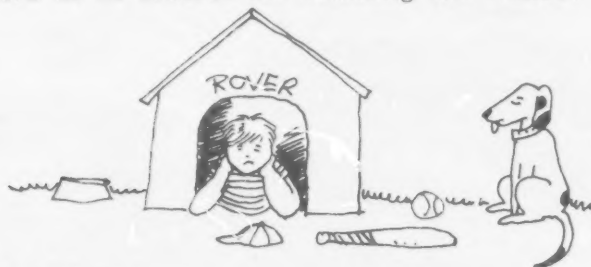
Suggested Activities: Grade(s) 5-6Suggested Monitoring  
Procedures

Possible Resources

Title: You've Got to Be Kidding  
Group Size: individuals, entire class  
Materials: list of sentences, crayons,  
 paper

Kids' StuffProcedure(s):

- . Each student chooses an idiom and illustrates its literal meaning.
- . Then he/she writes a sentence in which the true meaning is evident.
- Example: Tom is in the dog house for breaking the window.  
 Tom is in trouble for breaking the window.

Examples:

- . Rhonda's not singing. She's got cold feet.
- . Jane had her heart set on going to the circus.
- . It's raining cats and dogs.
- . George really felt down in the dumps.
- . Let's wind up the meeting!
- . We have pizza once in a blue moon.
- . Mark has a frog in his throat.

District Resources

272

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
<u>Title:</u> Personification I.D.  <u>Group Size:</u> individual, entire class  <u>Materials:</u> poetry books, basal readers, <u>Aesop's Fables</u>, children's stories, like <u>Katie and the Big Show</u>, <u>Little Foot</u>, <u>Little House</u>, paperbacks like <u>Stuart Little</u>    <u>Procedure(s):</u>       Using the above materials or any that you can find, have the students collect as many examples (sentences) of personification as they can from the material.		<u>Books:</u>   <u>Kids Stuff</u>, Intermediate Publications, 1973, pages 272, 269, 271.
<u>Title:</u> Personification Hunt  <u>Group Size:</u> individual, entire class  <u>Materials:</u> school library or room library            <u>Procedure(s):</u>       Have a scavenger hunt in the library to see who can find the most books (listing also the author) whose titles illustrate personification.		
		<u>District Resources</u>

SUBJECT: Reading  
 SPECIFIC AREA: Comprehension: Evaluative

The student knows:

- . bias exists in written material.
- . not all material written as fact is true.
- . sensationalism is used to get attention.
- . recentness of copyright affects the accuracy of material.

The student is able to:

- . determine whether a selection or incidents in a selection are real or imaginary.
- * . identify obviously stereotyped characters, events or situations in a selection.
- . evaluate a selection in terms of recentness of copyright information.
- * . determine whether a selection or incidents in a selection represent fact or opinion.
- . make judgments of worth, desirability or acceptability of a selection.
- . make evaluations of advertising.
- . recognize propaganda techniques.
- . recognize bias and prejudice within a selection.
- . evaluate material as to relevancy or irrelevancy of facts as they pertain to a question to be answered.

The student values:

- . the worth of reading selections to himself/herself as an individual.

Page

Suggested  
Grade Placement

District  
Placement

4 5 6 7 8

135 6-8  
 137 6-8  
 143 6-8

139 4-6  
 141 5-8  
 143 6-8  
 7-8  
 7-8  
 7-8  
 7-8  
 7-8

4-8

# OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER _____
273	134	277



Student Learning Objective(s) The student knows that not all material written as fact is true.

State Goal

1

District Goal

Program Goal

1,7

Related Area(s) _____

Suggested Activities: Grade(s) 6Suggested Monitoring  
Procedures

Possible Resources

Title: Will You Gamble On It?  
Group Size: pairs  
Materials: cards, 3" by 5"; felt pens;  
 mattboard; ballpoint pen

Procedure(s):

- . Cut fifteen 3" by 5" cards in half.
- . On fifteen cards write true statements.
- . On the other fifteen cards write statements that are not true. At the bottom of the card indicate whether it is true or not true and place a value of steps to move if the correct answer is given.

Example:

All boys have green eyes.
------------------------------

Not true      2
-----------------

- . On a mat board, cardboard or any other stiff material, draw two paths of equal distance and spaces.
- . The students shuffle the cards and place them in a pile.
- . First person of the pair draws a card and reads it to his/her partner asking, "Is the statement true or not true?"
- . The partner decides if the statement is true or not true. If the partner is correct, he/she can move forward on the board as many places as indicated on the card drawn. If wrong, the partner must move backwards as many spaces as indicated on the card drawn. The first person to reach home is the winner

District Resources

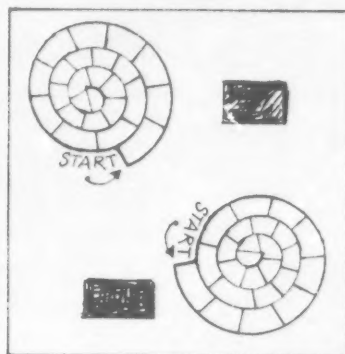
2.0

Suggested Activities: Grade(s) _____

Suggested Monitoring  
Procedures

Possible Resources

Game Board



Title: Read It, But Don't Believe It  
Group Size: small groups, entire class  
Materials: newspaper ads, tagboard, felt pens, posterboard

Teacher listens to discussion and circulates among groups answering questions and making observations.

Books:

Kid's Stuff, Forte, Frank, MacKenzie, Incentive Publications 1973.

Reading/Thinking Skills, Continental Press, Levels 5¹ and 5².

Cycles, Impressions and a Visit With Rosalind, Macmillan Series, pages 19, 30, and 31.

Procedure(s):

- . Collect advertisements from a newspaper. Mount on tagboard to show class. As each advertisement is shown, ask and discuss:
  1. What does it want you to believe?
  2. What do they say to make you want to buy it?
  3. What words are used to convince you.
  4. Are there any untrue statements?
  5. Do you have questions about it?
- . Students divide into groups and create a product to sell. Make a poster advertising the product. Use either facts or opinions in the ad.
- . Have students share the posters, discussing the use of fact or opinion.

District Resources

280

281

Student Learning Objective(s) The student knows sensationalism is used to get attention.

State Goal

1,5

District Goal

Program Goal

1,4B,7

Related Area(s) _____

Suggested Activities: Grade(s) 6Suggested Monitoring  
Procedures

Possible Resources

Title: Does It Really?  
Group Size: small group, entire class  
Materials: 3" by 5" cards, felt pens,  
 typewriter, magazines, news-  
 papers

Teacher reads student answers  
 and circulates among small  
 group discussion.

Procedure(s):

- . Select actual ad headlines from advertisements or make up imaginary ads and place them on 3" by 5" cards.
- . Let the student select a card or cards and after having read the ad, write down what the ad literally implies.

Example:

"Switch to Cough Up. The cigarette that soothes your nerves." The ad implies that if you're nervous, a cigarette will calm you down. The students for small groups and discuss findings.

Title: Transfer Ad  
Group Size: entire class  
Materials: magazines (sports, movie, Time, etc.), newspapers, glue, construction paper, scissors

Procedure(s):

- . Tell the students they are going to have an opportunity to create an ad of their own, advertising anything they choose.
- . Have them find a picture of a famous person to be part of their ad.
- . Have them cut pictures and lettering from magazines to complete the ad format.

District Resources

200

202

Suggested Activities: Grade(s) _____

Suggested Monitoring  
Procedures

Possible Resources

- . Have students describe the forms of sensationalism and propaganda used in their advertisements in small groups or to the entire class.
- . Display student-created ads on bulletin board.

District Resources

284

285

Student Learning Objective(s) The student is able to determine whether a selection or incidents  
in a selection are real or imaginary.

State Goal

1,5

District Goal

Program Goal

1,4B,6

Related Area(s) _____

Suggested Activities: Grade(s) 4-6

Suggested Monitoring  
Procedures

Possible Resources

Title: Un-Puzzle Me?  
Group Size: individual  
Materials: tagboard, felt pens, scissors,  
 large envelope

Teacher should make the real  
 and imaginary statements as  
 obvious as possible at first.

Procedure(s):

- . Make a list of sentences that illustrate real incidents or characters.
- . Make another list that illustrates imaginary incidents or characters.
- . Draw one circle and one oval shape on tagboard. Cut out each shape and draw puzzle pieces on each.
- . Write all imaginary sentences on the egg-shaped puzzle pieces.
- . Write all real sentences on the circle-shaped pieces.
- . Cut each puzzle into its marked-off pieces.
- . Place all the pieces in a large envelope.
- . The student lays all pieces on the desk sentence side up.
- . Next, have students choose all the pieces that represent imaginary incidents and place those pictures together to form the oval- (egg) shaped puzzle.
- . Place all pieces with real sentences together as the circle-shaped puzzle.

Examples:

Firey dragons are	The dragon sneezed
imaginary animals (real).	and burned down the
	forest (imaginary).

Examples of puzzles on back of page:

District Resources

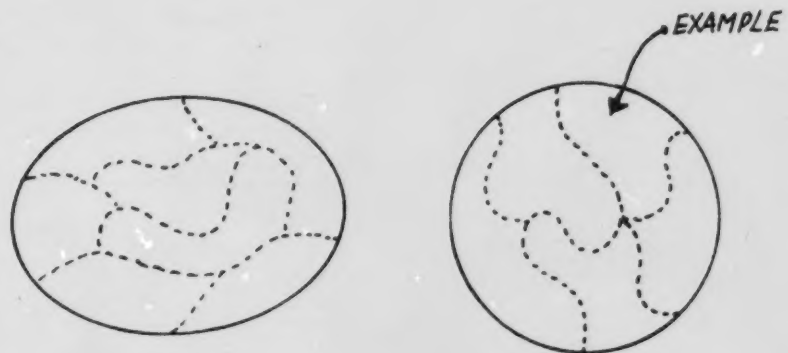


Suggested Activities: Grade(s) _____

Suggested Monitoring  
Procedures

Possible Resources

Example of puzzles:



District Resources

288

289

Student Learning Objective(s) The student is able to identify obviously stereotyped characters,  
events or situations in a selection.

State Goal

1,5

District Goal

Program Goal

1,4B,7

Related Area(s) _____

Suggested Activities: Grade(s) 5-6Suggested Monitoring  
Procedures

## Possible Resources

Title: The Good Guys and the Bad Guys  
Group Size: small group, entire class  
Materials: reading texts, library books,  
 felt pens, tagboard strips

Teacher listen to discussions  
 and check information placed on  
 bulletin board.

How The Grinch Stole Christmas,  
 Dr. Seuss

A Christmas Carol, Charles Dickens

Wizard of Oz, Baum

Procedure(s):

- . After reading a collection of stories, either from the basal text or from a library book, have the students recall the stories and list the characters they thought were the "bad guys."
- . During class discussion, have each student write a character's name on a tagboard strip.
- . Student places this strip on the bulletin board under the appropriate title "Good Guys" and "Bad Guys."
- . Students should be prepared to tell the characteristics of the "good" or "bad" guy and the reason he/she is considered "good" or "bad."

Variation:

- . Have the students select a character from any story they have read. Change the character's traits so that he/she is the opposite from what he/she was originally. Write a short story using this "new" character.

Example:

- . In the story Cinderella, change Cinderella from her sweet, good self to a horrible, hateful person.
- . These characters can be acted out in skit form.

District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
<u>Title:</u> Is He Or Isn't He?  <u>Group Size:</u> small groups, entire class  <u>Materials:</u> short stories  <u>Procedure(s):</u>     - Entire class reads same short stories.    - Divide into small groups and discuss characters and how they are stereotyped. (One story at a time.)    - Discuss <u>why</u> they are stereotyped.      <u>Example:</u>  Mexicans are lazy.  The siesta contributes to the stereotype. Why does the stereotype occur? What are the climactic conditions? What are the shop hours? Can we accept the stereotype?      - What other stereotypes can we identify about: Mothers, Fathers, Students, Good boys, Bad girls.      <u>Variation:</u>     - Students act out stereotyped characters. Discuss <u>why</u> the stereotype?	Teacher monitors group discussions.	<u>Books:</u>  <u>Focus</u>, Scott, Foresman, pages 272-275.    <u>District Resources</u>

Student Learning Objective(s) A. The student knows recency of copyright affects the accuracy of material. B. The student is able to evaluate a selection in terms of recency of copyright information.

State Goal

1,5

District Goal

Program Goal

4B, 7

Related Area(s) _____

Suggested Activities: Grade(s) 6Suggested Monitoring  
Procedures

Possible Resources

Title: Green Cheese  
Group Size: small groups, entire class  
Materials: books, articles, magazines

Procedure(s):

- . Identify copyright date. Is the validity of the information related to the copyright date?
- . Teacher read selections from old encyclopedias and reference books on such topics as the moon, science, medical science, sports records, invention.
- . In class discussion, compare information on same topics from current reference books.
- . Teacher assigns topics and facts for students in small groups to research in old and current reference materials.
- . Small groups report findings to entire class.

Teacher leads and monitors discussion.

Teacher monitors small group reports.

Help students pick out details when comparing dated information.

Books:

Encyclopedias  
National Geographics  
Almanacs  
Record Books

District Resources

Title: Date That Topic  
Group Size: individuals, small groups  
Materials: Reader's Guide, 3" by 5" cards

Procedure(s):

- . Give the students a recent topic to look up in the Reader's Guide in the library.
- . Have students list on a 3" by 5" card the magazine names, titles of the articles and dates of the issues that contain information about his/her topic.
- . Student chooses the most recent article to read and writes a short review.

Teacher reads and discusses with students their findings.

Help students become aware of noting the accuracy of information in terms of copyright dates.

Suggested Activities: Grade(s) _____

Suggested Monitoring  
Procedures

Possible Resources

Variation:

- . Give students a list of outdated subjects and let them see if they can find anything on them in the Reader's Guide. Discuss findings with the students.
- . Have students choose books with copyright dates from the 1930's, 40's, 50's, 60's and 70's. This would be a long-term assignment.
- . Have them read the books and keep a record, comparing information given about each time period.

District Resources

296

144

297



SUBJECT: ReadingSPECIFIC AREA: Comprehension: Appreciative

The student knows:

- . reading is a source of enjoyment.
- . feelings and emotions are affected by what is read.
- . an individual's experiences influence his/her response to what is read.

The student is able to:

- . sense emotion or mood of a selection.
- . make an emotional response to content.
- . identify with characters and incidents.
- . create mental pictures from reading a selection.

The student values:

- . reading for pleasure and information.
- . reading own work and work of peers.
- . reading a selection and relating it to own personal experiences.
- . author's creative, unique use of language.

		Page	Suggested Grade Placement	District Placement				
				4	5	6	7	8
The student knows:	. reading is a source of enjoyment.	147	4-8					
	. feelings and emotions are affected by what is read.	149	4-8					
	. an individual's experiences influence his/her response to what is read.	151	4-8					
The student is able to:	. sense emotion or mood of a selection.	149	4-8					
	. make an emotional response to content.	149	4-8					
	. identify with characters and incidents.	151	4-8					
	. create mental pictures from reading a selection.	153	4-8					
The student values:	. reading for pleasure and information.	147	4-8					
	. reading own work and work of peers.	147	4-8					
	. reading a selection and relating it to own personal experiences.	151	4-8					
	. author's creative, unique use of language.	155	4-8					

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER _____

299

146

300

Student Learning Objective(s) A. The student knows reading is a source of enjoyment. B. The student State Goal 4,9  
values reading for pleasure and information. C. The student values reading own work and work District Goal   
of peers. Program Goal 1,2

Related Area(s) See Oral and Silent Reading

Suggested Activities: Grade(s) <u>4-6</u>	Suggested Monitoring Procedures	Possible Resources
<u>Title:</u> A Pillow, A Book and Thou  <u>Group Size:</u> entire class  <u>Materials:</u> pillows, plenty of books   <u>Procedure(s):</u>      - Allow at least a twenty minute period of silent reading, during which students are allowed to take a pillow and sit anywhere in the room.       <u>Title:</u> Hands On Information  <u>Group Size:</u> entire class  <u>Materials:</u> many pamphlets, booklets and small brochures, box or file drawer   <u>Procedure(s):</u>      - Place materials in manila folders or envelopes for easy filing and availability. These, in turn, can be placed in a box or file drawer.    - When student has free time he/she can browse through and find a subject of interest to him/her.    - A good source of pamphlets is the county extension agency. Send for free materials from the ad section of professional magazines.    - Don't forget that reading allowed to students can be the best stimulator for reading that there is.		<u>Pamphlets:</u>   Lipton Tea Company  Department of Natural Resources   <u>Learning Magazine</u>  <u>Teachers Magazine</u>  County Extension Agents
		<u>District Resources</u>

Suggested Activities: Grade(s) _____

Suggested Monitoring  
Procedures

Possible Resources

Title: Read-O-Rama  
Group Size: small groups  
Materials: table, pencils, construction  
paper, felt markers

Procedure(s):

- . Students set up reading enjoyment center, using tables, chairs, pillows and bookshelves.
- . Students choose a different topic for each month and bring appropriate books, magazines, comics, and newspapers.
- . Students use construction paper to make colorful jackets for the selections they have made.
- . Students label own reading material with name, address and phone for return at the end of the month.

Suggested themes for monthly topics:

Science Fiction

Sports

Animals

Western

Career

Teacher checks to see that materials are circulated among students.

Teacher informally asks individual students about material read.

Books:

Hooked On Books  
Faber

District Resources

300

148

301

Student Learning Objective(s) A. The student knows feeling and emotions are affected by what is State Goal 1,2  
read. B. The student is able to sense emotion or mood of a selection. C. The student is able District Goal   
to make an emotional response to content. Program Goal 2, 4, 6

Related Area(s) _____

Suggested Activities: Grade(s) 4-6

Suggested Monitoring  
Procedures

Possible Resources

Title: Journals  
Group Size: individual  
Materials: notebooks

Procedure(s):

- . Students keep a day-by-day record in a journal of reactions to and feelings about what they are reading.
- . Be certain that they include the titles of the selections as they write.

Title: Group Reactions  
Group Size: small group, entire class  
Materials:

Procedure(s):

- . Divide into small groups to discuss a selection all the students have read.
- . Have one person record responses as others list their reactions and express their feelings about the book.
- . Have recorders then report their group's results when back together as a class.

Title: Books Can Make You Feel  
Group Size: entire class  
Materials: tagboard strips, bulletin board

District Resources

306

305



Suggested Activities: Grade(s) _____

Suggested Monitoring  
Procedures

Possible Resources

Procedure(s):

- . Have the students brainstorm about all their favorite books.
- . On the bulletin board have the caption, "Books Can Make You Feel," with sections that include; angry, sad, happy, excited, scared, puzzled, lonely, relieved, etc.
- . Students write the titles of the books they discussed on tagboard strips and place them in the section that labels the appropriate feeling for that book.

Example:

Books Can Make You Feel

SAD	ANGRY	HAPPY	AFRAID

District Resources

307

150

303

Student Learning Objective(s) A. The student knows an individual's experiences influence his/her State Goal 1,4  
response to what is read. B. The student is able to identify with characters and incidents. District Goal  
C. The student values reading a selection and relating it to own personal experiences. Program Goal 1,2,6

Related Area(s) _____

Suggested Activities: Grade(s) <u>4-6</u>	Suggested Monitoring Procedures	Possible Resources
<u>Title:</u> Brothers and Sisters  <u>Group Size:</u> entire class  <u>Materials:</u> book: <u>Tales of a Fourth Grade Nothing</u>, butcher paper, felt pens, crayons   <u>Procedure(s):</u>      - Read the book, <u>Tales of a Fourth Grade Nothing</u>.    - Have students write a paragraph comparing their brother or sister with the character in the story.    - Have students read and share their writings.    - On large sheet of butcher paper, have students draw and create their version of the perfect brother or sister. At bottom of drawing, write what this perfect brother or sister would be like.       <u>Variation(s):</u>      - Have students role play their brothers or sisters in various situations, or someone else role plays them.       <u>Title:</u> Families  <u>Group Size:</u> entire class  <u>Materials:</u> books or stories about families   <u>Procedure(s):</u>      - Find several books or stories about families. Include divorced families, families of different ethnic groups, one-parent families, different incomes, etc.    - Read some of these aloud to the class.		<u>Books:</u>   <u>Tales of a Fourth Grade Nothing</u>  Judy Blume   <u>My Dad Lives In A Downtown Motel</u>  <u>Grandma Didn't Wave Back</u>  Queenie Peavey  <u>The Dark Can't Catch Me</u>  My Brother Stevie  <u>Plain Girl</u>, Scholastic Book  <u>Summer of Swans</u>  <u>The Truth About Mary Rose</u> by  Marilyn Sachs  <u>Trouble Maker</u> by  Alberta Armer   <u>District Resources</u>

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
. Have students relate situations to their own lives.     . Have students make booklets about their own families.     . On each page at the bottom, print the following captions:                   - This is my family:    - This is where we live:    - This is where we eat dinner:    - This is me:    - This is how I feel in the mornings:    - This is how I feel in the evenings:           . Have students write about the captions and illustrate each page.		Books:   <u>It's Not The End Of The World</u> Judy Blume      District Resources

Student Learning Objective(s) The student is able to create mental pictures from a reading selection.

State Goal

1,4

District Goal

Program Goal

4,6

Related Area(s) _____

Suggested Activities: Grade(s) 4-6

Suggested Monitoring Procedures

Possible Resources

Title: Do You See What I See?  
 Group Size: entire class  
 Materials: children's story books

## Procedure(s):

- . Select a story that is full of descriptive passages about characters, events or places.
- . Tell students to close their eyes and paint their own pictures of the story as you read.
- . After finishing the story, share the author's (or illustrator's) pictures with the students.
- . Have them compare their images with those in the book, sharing their ideas orally with the class.

## Variation(s):

- . Give students drawing paper, crayons, felt pens, etc. Student selects a particular character, event or place from the story read by the teacher and creates an illustration for it.
- . Using the overhead projector, transparencies and felt pens, students select a particular character, event or place from a story read by the teacher and create an illustration for it on an overhead transparency. Illustrations are shown on the overhead with individuals discussing why they chose to illustrate that particular character, place or event. If you wish, the illustrations can be enlarged on the overhead and traced on butcher paper resulting in a mural.

Children's Books  
McGrew's Zoo, Dr. Seuss

## Selection from:

"The Last of the Dragons" by  
 E. Nesbit, Cricket Magazine,  
 Vol. I Number 5, January 1974.

District Resources

314

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
<u>Title:</u> Create An Image  <u>Group Size:</u> individuals  <u>Materials:</u> Legg's nylon containers, clay dough, construction paper, glue, scissors, papier mache, etc.            <u>Procedure(s):</u>       . Select short descriptive passages that can be typed or written on 4" by 6" pieces of paper.     . Fold passages and tuck inside empty Legg's containers.     . Student selects an egg and after reading the selection, makes an illustration of what was read.     . Allow students to illustrate in any form--pictures, papier mache, characters, or puppets.       <u>Example</u> of paragraph to illustrate:   "But the last real live dragon left was in England, and that was a very long time ago, before what you call English history began. The dragon lived in Cornwall in the big, dark caves amidst the rocks, and a very fine dragon it was, quite seventy feet long from the tip of its fearful snout to the end of its terrible tail. It breathed fire and smoke, and rattled when it walked, because its scales were made of iron. Its wings were like half umbrellas or like bat's wings, only several thousand times bigger. Everyone was frightened of it, and well they might be."   Selection: "The Last of the Dragons" by E. Nesbit  <u>Cricket Magazine</u>, Vol. I,          Number 5, January 1974.		<u>District Resources</u>

315

316



Student Learning Objective(s) The student values author's creative, unique use of language.

State Goal

1, 4

District Goal

Program Goal

1,2,6

Related Area(s) Comprehension: InterpretiveSuggested Activities: Grade(s) 4-6Suggested Monitoring  
Procedures

Possible Resources

Title: Scavenger Hunt or Creative Expression  
Group Size: individual, entire class  
Materials: room, school library, paper, pencils

Be willing to keep an open mind and be willing to accept each student's personal selection.

Cricket Magazine  
 Box 100  
 LaSalle, Ill. 61301

Bill Martin Books, Holt, Rinehart and Winston, Inc. 1967.

Procedure(s):

- . Tell the students they are going to be given the opportunity to use their super sleuth instincts.
- . Using books from your room or library, tell them to find examples that demonstrate an author's creative or unique use of language.
- . Have students share examples found with class.
- . Students tell what they think is creative or unique about the style chosen.

---

 District Resources
 

---

317

318

Suggested Activities: Grade(s) _____

Suggested Monitoring  
Procedures

Possible Resources

319

156

District Resources

320

Student Learning Objective(s) The student values author's creative, unique use of language.

State Goal

1, 4

District Goal

Program Goal

1, 2, 6

Related Area(s) Comprehension: InterpretiveSuggested Activities: Grade(s) 4-6Suggested Monitoring  
Procedures

Possible Resources

Title: Scavenger Hunt or Creative Expression  
Group Size: individual, entire class  
Materials: room, school library, paper, pencils

Be willing to keep an open mind and be willing to accept each student's personal selection.

Cricket Magazine  
 Box 100  
 LaSalle, Ill. 61301

Bill Martin Books, Holt, Rinehart and Winston, Inc. 1967.

Procedure(s):

- . Tell the students they are going to be given the opportunity to use their super sleuth instincts.
- . Using books from your room or library, tell them to find examples that demonstrate an author's creative or unique use of language.
- . Have students share examples found with class.
- . Students tell what they think is creative or unique about the style chosen.

District Resources

321

322

Suggested Activities: Grade(s) _____

Suggested Monitoring  
Procedures

Possible Resources

District Resources

323

156

324

SUBJECT: ReadingSPECIFIC AREA: Oral Reading, Silent Reading

	Page	Suggested Grade Placement	District Placement					
				4	5	6	7	8
The student knows:								
. the purpose of oral reading is to share a written selection with audience.	159	4-8						
. silent reading precedes oral reading when possible.	159	5-8						
. oral reading slows the rate of reading.		4-8						
. the number of new ideas on the page determines rate (fewer ideas--faster rate).	171	5-8						
. to reread silently clears up misunderstandings.	169	4-8						
The student is able to:								
<u>Oral Reading</u>								
. read orally with fluency and expression to give meaning to a reading selection.	159	4-8						
. read orally at his/her instructional level to prove a point, provide information and to show meaning.	161	4-8						
. enunciate clearly and project his/her voice to be heard.	161	4-8						
<u>Silent Reading</u>								
. read silently at his/her independent level.	163	4-8						
. read silently and respond to literal, interpretive and critical questions.	165	4-8						
. determine the tone of the passage when reading silently.	167	5-8						
. survey and adjust rate according to complexity of materials.	169	5-8						
. increase rate of reading and input of information.	171	4-8						
The student values:								
. reading and will choose to read silently.	163	4-8						
. reading and will choose to read orally for others.	159	4-8						
. reading a wide variety of printed materials.	167	4-8						
. sharing reading experiences with others.	167	4-8						



OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER _____

326

158

327

Student Learning Objective(s) A. The student knows the purpose of oral reading is to share a written selection with an audience. B. The student knows silent reading precedes oral reading when possible. State Goal 9,10

C. The student is able to read orally with fluency and expression to give a meaning to a reading selection. D. The student values reading and will choose to read orally for others. District Goal 1,2,6

Program Goal 1,2,6

Related Area(s) _____

Suggested Activities: Grade(s) <u>4-6</u>	Suggested Monitoring Procedures	Possible Resources
<u>Title:</u> Reading Plays   <u>Group Size:</u> small groups   <u>Materials:</u> plays   <u>Procedure(s):</u>       . Select a play that students will enjoy.     . Assign character parts to students.     . Have students read play orally.     . Encourage them to read clearly, with expression and to project voices.       <u>Title:</u> Choral Reading   <u>Group Size:</u> pairs, small groups, entire class   <u>Materials:</u> choral readings   <u>Procedure(s):</u>       . Assign parts to students.     . Have them read silently and make sure they understand the meaning of the reading.     . Have the students read orally several times, and emphasize their need to enunciate clearly, project voices and read with fluency and expression to give meaning to the reading.     . Have a choral reading for an audience such as parents, or for students in another class.		
		District Resources

Suggested Activities: Grade(s) _____

Suggested Monitoring  
Procedures

Possible Resources

Title: Read It With Expression  
Group Size: small group, entire class  
Materials: reading material at student's  
own level and choice, check  
list worksheet of Oral Reading  
Skills for each student

Charts can be handed back to  
students for reference, re-  
inforcement, and guidance on  
ways to improve oral reading,  
or it may be kept to chart  
quarterly or yearly progress.

Procedure(s):

- . Students are given preparation time to read  
a short story or passage silently, observing  
phrasing, where expression will be needed and  
to look up any unfamiliar words.
- . Student reads title of selection, author, and  
informs audience of any needed background.
- . Student reads orally - three or four para-  
graphs.
- . Teacher checks progress on chart.

ORAL READING	NAME				
Story					
Level					
Date					
Satisfactory Progress In:					
Decoding					
Fluidness					
Voice level - clear & loud					
Emphasis - expression					
Phrasing					
Needs Improvement In:					
Decoding (mispronunciation)					
Unneeded pauses, breaks, stumbling					
Voice level (soft & clear)					
Emphasis - expression					
Phrasing					

District Resources

330

331

Student Learning Objective(s)	A. The student knows silent reading precedes oral reading when possible.	State Goal
	B. The student knows oral reading slows the rate of reading. C. The student is able to read orally	District Goal
	at his/her instructional level to prove a point, provide information and to show meaning. D. The student is able to enunciate clearly and project his/her voice to be heard.	Program Goal
Related Area(s)		

9.10

District Goal

### Program Goal

4.6

**Suggested Activities:** Grade(s) 4-6

### Suggested Monitoring Procedures

### Possible Resources

**Title:** Get the Meaning Across  
**Group Size:** individuals, entire class  
**Materials:** story at student's reading level

**Procedure(s):**

- . Assign or let students volunteer to read paragraphs of a selection.
- . Allow adequate time for silent reading.
- . Suggest students pencil in best places for phrasing--emphasis.
- . Students read selection orally.
- . Check performance on chart.

Name _____

## Selection

### District Resources

393

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
331	162	335   District Resources



Student Learning Objective(s) A. The student is able to read silently at his/her independent level. State Goal

B. The student values reading and will choose to read silently. District Goal

9,10

District Goal

Program Goal

1,2,6

Related Area(s) _____

Suggested Activities: Grade(s) <u>7-8</u>	Suggested Monitoring Procedures	Possible Resources
<u>Title:</u> Pillow-Fun   <u>Group Size:</u> entire class   <u>Materials:</u> room library- paperbacks, magazines, hardbacks, etc.   <u>Procedure(s):</u>       . Set aside at least one-half hour per day for a silent reading period.     . Gather as many pillows as possible; hopefully, one per student. (Ask them to bring some from home.)     . Establish the following rules:                    a) Each student is to have enough reading materials to keep him/herself busy for the 1/2 hour period.     b) The student can get a pillow and sit anywhere in the room, as long as it's a safe place.     c) The student must remain seated during the whole period. No talking, No moving around.     d) It sometimes works best to use a timer.		District Resources

Suggested Activities: Grade(s) _____

Suggested Monitoring  
Procedures

Possible Resources

District Resources

333

164

330

### State Goal

9,10

District Goal

### Program Goal

6.7

**Suggested Activities:** Grade(s) 4-6

### Suggested Monitoring Procedures

### Possible Resources

Title: Question Sequences  
Group Size: individual, small group  
Materials: worksheet

Taxonomy of Reading  
Comprehension by  
Thomas C. Barrett

Procedure(s):

- . Duplicate and distribute the following questions or present them in group or class discussion situations.
- . Literal Recognition:
  - A. Find the line in the book that tells...  
a character, time, place, events, things.
  - B. Find in the book the sentence that tells the main idea of paragraph, book.
  - C. What happened before...after....
  - D. Read the part that tells how _____ are alike, are different.
  - E. Find a word or words that describe how _____ looks, acts, feels, etc.
  - F. Read the part that tells what caused _____.
- . Literal Recall
  - A. Remember what is stated in the book telling about _____. (above, A to F)
- . Reorganization
  - A. Summarize the paragraph, chapter, book in _____ sentences.
  - B. Classify, compare or list all characteristics of _____.

### District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
. Influence:   A. How would you have changed _____? Pretend .....suppose.....consider. (details)   B. What lesson did the story teach? What did you learn? (main idea)   C. What would have happened if? _____ (sequence)   D. What might have caused _____? (cause &amp; effect)   E. How might _____ have looked, acted if _____? (character traits)   . Evaluation:   A. What part of the story best describes _____? Is it right?   B. Do you believe that _____?   C. Is _____ fact or opinion? Why?   D. Is it right _____ wrong _____ fair _____ unfair? Should a person _____?   . Appreciation:   A. How do you feel? (emotional response)   B. Do you know anyone like _____? (identification)   C. What word made you feel _____? (language)   D. What words make you feel---see---taste---hear? (imagery)		
		District Resources

Student Learning Objective(s) A. The student is able to determine the tone of the passage when State Goal 1,10  
reading silently. B. The student values reading a wide variety of printed materials. C. The District Goal   
student values sharing reading experiences with others. Program Goal 1,6,7

Related Area(s) _____

Suggested Activities: Grade(s) <u>4-6</u>	Suggested Monitoring Procedures	Possible Resources
Suggested books for mood emphasis by grade levels:   Humorous: <u>Owls In The Family</u>, Forkey, Mowat 3-6  <u>Caleb And Me</u>, 3-6  <u>Ramona The Pest</u>, Beverly Cleary 3-6  <u>Jacob Two Two Meets The Hooded Fang</u>, Mortecai Richler   Sarcastic: <u>Ransom Of Red Chief</u>, O. Henry 6-8  <u>Harriet The Spy</u> 4-8  <u>Freaky Friday</u> 5-8   Sad: <u>Summer Of The Swans</u>, Byars 4-7  <u>Old Yeller</u> 5-8  <u>Where The Red Fern Grows</u>, Wilson Rawls 5-8  <u>Sounder</u> 5-7  <u>The Bear's House</u>, Marilyn Sachs 4-6  <u>Taste Of Blackberries</u> 4-7  <u>I Am Rose Marie</u> 5-8  <u>I Am Fifteen And I Don't Want To Die</u> 5-8   Adventure: <u>Incredible Journey</u> 4-8  <u>My Side Of The Mountain</u> 4-6  <u>Twenty-One Balloons</u> 4-8   Mysteries: <u>Mrs. Frisbee And The Rats Of Nimh</u> 4-6  <u>Go To The Room Of The Eyes</u> 4-7  <u>Witches Bridge</u> 6-8		District Resources   315



Suggested Activities: Grade(s) _____

Suggested Monitoring  
Procedures

Possible Resources

346

168

District Resources

347

Student Learning Objective(s) A. The student knows to reread silently clears up misunderstandings.

State Goal

1,10

B. The student is able to survey and adjust rate according to difficulty of materials.

District Goal

Program Goal

4,6,7

Related Area(s) _____

Suggested Activities: Grade(s) 4-6Suggested Monitoring  
Procedures

Possible Resources

See STUDY SKILLS: Reading in the Content  
Areas for activities related to this ob-  
jective.

District Resources

318

319

Suggested Activities: Grade(s) _____

Suggested Monitoring  
Procedures

Possible Resources

District Resources

350

170

351

Student Learning Objective(s) A. The student knows the number of new ideas on the page determines State Goal 1,9  
rate (fewer ideas--faster rate). B. The student is able to increase rate of reading and input of District Goal  
information. Program Goal 4,6

Related Area(s) _____

Suggested Activities: Grade(s) <u>4-6</u>	Suggested Monitoring Procedures	Possible Resources
<u>Title:</u> Timed Reading (Beat the Clock)   <u>Group Size:</u> individuals, entire class   <u>Materials:</u> reading selection, stop watch   <u>Procedure(s):</u>       . Have students read a selection for a prior determined time period, such as one minute.     . Teacher times students indicating when to begin and when to stop.     . After reading have students count the number of words read, or number of lines read. Record on a graph the number of words read or lines read.     . Repeat timings several times throughout day. Always have students count number of words or line read, and record the total on graph.     . Recording reading rate on a graph shows students visually the increased rate of their reading.     . Rate of reading will not increase each day, but will reach plateaus--especially as material increases in difficulty.       <u>Variation:</u>       . Make stop watch or timers available to students. Let students practice timing themselves throughout the day.     . Once each day, teacher directs timed reading experience. Reading rate of teacher directed timing is recorded. However, when timers are made available to students, they may have many opportunities to practice throughout the day.		District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
354	172	District Resources   355



SUBJECT: ReadingSPECIFIC AREA: Study Skills: Alphabetizing and Dictionary Skills

The student knows:

- . guide words are listed at the top of the page and aid in locating words.
- . word definitions are based on parts of speech of the word.
- . meaning of the symbols used to indicate pronunciation.

The student is able to:

- . recognize the division of the dictionary to determine in which one-half or one-third the words may be found.
- . locate words in a dictionary alphabetically by:
  - second letter
  - *third letter
  - *fourth letter
- * . utilize guide words to locate words on a page.
- . use the dictionary to locate syllables in a word.
- * . select appropriate word definitions to fit the context.
- . use the dictionary to locate the accented syllable in a word.
- . use the dictionary to determine part of speech of words.
- * . use pronunciation key as an aid in reading words.
- . recognize that dictionaries vary in completeness, i.e., abridged - unabridged, appendices and additional helps.
- . use the telephone directory, especially the yellow pages to locate information.

The student values:

Page  
Suggested  
Grade Placement  
District  
Placement

4 5 6 7 8

175-4-6  
183 4-8  
7-8

175-4

179 3-5

179 4-5

179 4-6

175-4-6

181 4-6

183 4-8

183 6-8

7-8

7-8

185 6-8

187 6-8

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER _____

357

174

353

Student Learning Objective(s) A. The student knows guide words are listed at the top of the page and aid in locating words. B. The student is able to recognize the division of the dictionary to determine in which one-half or one-third the words may be found. C. The student is able to utilize guide words to locate words on a page.

Related Area(s) _____

State Goal

1

District Goal

Program Goal

2,4,6

Suggested Activities: Grade(s) 4-6

## Suggested Monitoring Procedures

## Possible Resources

Title: Learning How To Use Guide Words  
Group Size: small group, entire class  
Materials: white construction paper, small cards or pieces of paper, masking tape

Observe the group and see if they understand what is to be done. Note and record students who understand the use of guide words and those who do not.

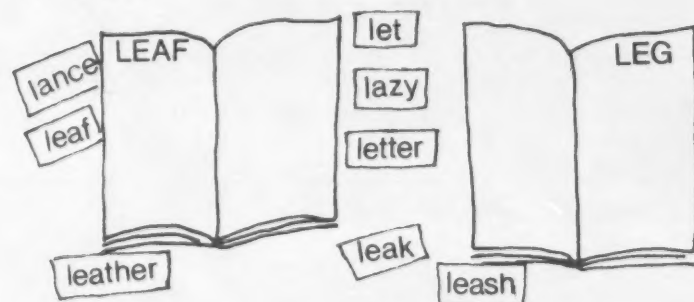
Books:

Classroom Dictionary Set

Kids Stuff, Reading and Language Experiences, Intermediate Jr. High, Imogene Forte, Marjorie Franks, Joy MacKenzie. Incentive Publications, P.O. Box 12522, Nashville, TE., 37212

Procedure(s):

- Make three or four large blank dictionary pages on white construction paper. Place two guide words at the top of each page. Place these on the chalkboard with tape.
- Prepare small cards or pieces of paper which could fit in one column of the dictionary page. On these pieces write several entries which would be found on these pages (one word per piece of paper). Include some words which are close, but would not belong on the page. Put tape on back of each card.
- Have the students arrange the pieces of paper with entry words as they would be found listed in the dictionary.

Example:

350

Prepare work sheets to be used for follow up practice for those students that do not understand.

District Resources

300

Suggested Activities: Grade(s) 4

Title: Guide Words for Dictionary  
Group Size: small group, entire class  
Materials: dictionary for each child

Procedure(s):

- . Remind students that guide words are found at the top of every dictionary page. The guide word on the left is the first word on the page. On the right, the last word on a page.
- . List on the board or on a worksheet the following words:

Guide Words

- |              |       |       |
|--------------|-------|-------|
| 1. winter    | _____ | _____ |
| 2. jam       | _____ | _____ |
| 3. divide    | _____ | _____ |
| 4. peanut    | _____ | _____ |
| 5. reptile   | _____ | _____ |
| 6. giraffe   | _____ | _____ |
| 7. book      | _____ | _____ |
| 8. music     | _____ | _____ |
| 9. tornado   | _____ | _____ |
| 10. electric | _____ | _____ |

- . Students find each word in the dictionary and list the guide words found at the top of the page.

Title: On, Before, or After  
Group Size: small group, entire class  
Materials: list of words and guide words

Procedure(s):

- . Ask students to write--On, Before, or After, on each line to show where each entry is found in reference to the guide words given.

Example:

<u>figure</u>		<u>financed</u>
file	(on)	
field	(before)	
flick	(after)	
final		
figure		
effort		

Suggested Monitoring Procedures

Observe students ability to locate words in dictionary. Teacher asks students what guide words indicate.

The teacher observes students performing activities related to alphabetical order.

Possible Resources

Books:

Center Stuff for Nooks, Crannies and Corners, Forte, Pangle, Tupa Incentive Publications

Possible Resources

Books:

Curriculum Bulletin LAR 50  
 Edmonds School District #15.

Student Learning Objective(s) A. The student knows guide words are listed at the top of the page State Goal 1

and aid in locating words. B. The student is able to recognize the division of the dictionary to District Goal

determine in which one-half or one-third the words may be found. C. The student is able to utilize Program Goal 2,7

guide words to locate words on a page.

Related Area(s) _____

Suggested Activities: Grade(s) 4-6Suggested Monitoring  
Procedures

Possible Resources

Title: Dictionary Drag or Dictionary Drill Using Guide Words

Group Size: small group, entire class

Materials: chalkboard

Teacher reviews syllabication rules.

Dictionaries

Procedure(s):

- . Find each of these words in the dictionary and write the two guide words that are on the same page.
  - . Write the number of syllables in each guide word.
- Example:

Observe students performing activities related to alphabetizing and locating guide words.

Guide Word	Number of Syllables	Guide Word	Number of Syllables
------------	---------------------	------------	---------------------

- |                |       |       |       |       |
|----------------|-------|-------|-------|-------|
| 1. walrus      | _____ | _____ | _____ | _____ |
| 2. wallaby     | _____ | _____ | _____ | _____ |
| 3. strainer    | _____ | _____ | _____ | _____ |
| 4. preposition | _____ | _____ | _____ | _____ |
| 5. pretzel     | _____ | _____ | _____ | _____ |
| 6. finch       | _____ | _____ | _____ | _____ |
| 7. croquet     | _____ | _____ | _____ | _____ |

District Resources

384



Suggested Activities: Grade(s) _____

Suggested Monitoring  
Procedures

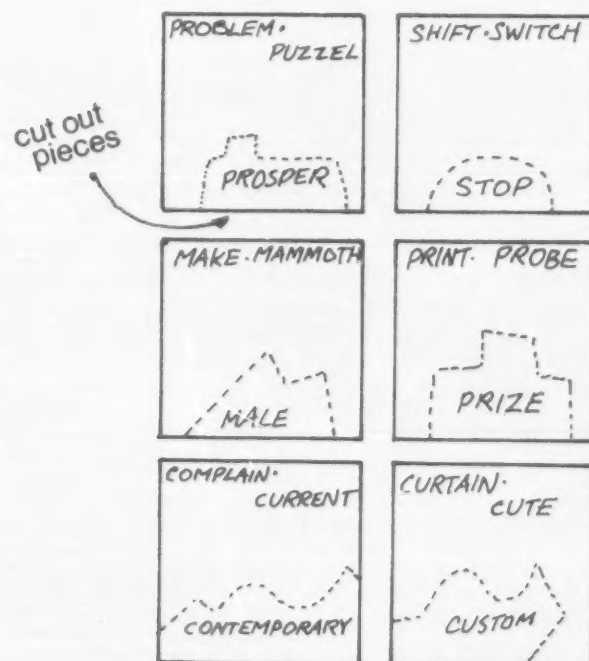
Possible Resources

Title: What Page Is It On?  
Group Size: individual, small group  
Materials: posterboard, 10 pieces 3" x 6",  
scissors, felt-tipped pen

Procedure(s):

- . Take game pieces out of the folder.
- . You will see two words at the top of the large game pieces. These are guide words that are found at the top of the page in the dictionary.
- . Look at one of the words on one of the smaller pieces. On which page would you find this word in a dictionary? If it fits you are correct.

Making the game:



District Resources

Student Learning Objective(s) The student is able to locate words in a dictionary alphabetically State Goal  
by: second letter, third letter and fourth letter. District Goal

Program Goal 2,3,7

Related Area(s) _____

Suggested Activities: Grade(s) 4-6

Suggested Monitoring  
Procedures

Possible Resources

Title: Give Me An "S"  
Group Size: small group, entire class  
Materials: half sheets of white construction paper

Procedure(s):

- . Give each student a half sheet of white construction paper. Instruct him/her to write with large letters a word beginning with "S".
- . Compare the words and eliminate duplicates by asking those students to write different ones. (They may consult the dictionary.)
- . Then ask each student to hold his/her word and direct the group to arrange themselves alphabetically.



Variations: The activity becomes even more challenging by having beginnings that go into the third and fourth letter. Also, more difficult beginnings may be used.

Books:

Kids' Stuff Reading and Language Experiences Intermediate Jr. High, Forte, Frank, Mackenzie Incentive Publications

District Resources

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
<u>Third letter</u>   SCARE SCHOOL SCREAM SCORE   <u>Fourth letter:</u>   Screech Scrap Scroll Scrub   Scribble	180	District Resources   370

Student Learning Objective(s) A. The student is able to use the dictionary to locate syllables State Goal  
in a word. District Goal

Program Goal 3,5,7

Related Area(s) _____

Suggested Activities: Grade(s) <u>4-6</u>	Suggested Monitoring Procedures	Possible Resources
<u>Title:</u> Searching for Syllables  <u>Group Size:</u> small group, entire class  <u>Materials:</u> dictionaries   <u>Procedure(s):</u>      - Teacher says a three, four or five syllable word, i.e., disapprove.    - Teacher clicks fingers to show number of syllables (three clicks, three syllables).    - Students open dictionaries and the first one to find another word with the same number of syllables is "it".    - Student who is "it" reads the word he/she has found and proves his/her word has the same number of syllables by clicking the syllables out with his/her fingers.    - That student finds a word and clicks out the number of syllables. The class then tries to find a word with the same number of syllables.		
<u>Title:</u> Supersonic Syllabication  <u>Group Size:</u> two or more teams  <u>Materials:</u> paper, pencils, dictionaries   <u>Procedure(s):</u>      - The players are divided into two or more teams.    - The teacher or leader writes on the chalkboard a number of words to be divided into syllables.		District Resources

Suggested Activities: Grade(s) _____

Suggested Monitoring  
Procedures

Possible Resources

- . The players, who are at their seats, copy the words on paper and then use the dictionary to find these words. They divide them into syllables and then write the page on which each is found in the dictionary.
- . Each correct entry receives one point.
- . The team with the greatest number of points scored wins.
- . Have the students do this exercise within a given period of time.

Title:               Where Is That Accent?  
Group Size:       small group, entire class  
Materials:

Procedure(s):

- . The leader pronounces a word containing more than one syllable, i.e., mo/tor. A player indicates which syllable was accented, first, second, third, etc. The leader pronounces another word and so on.

Variation:

- . The players may indicate the accented syllable on paper by indicating 1, 2 or 3, first, second or third syllable.
- . Players may take turns pronouncing words. However, they may need to verify their answers beforehand with a dictionary and have a list of words ready to use.

Cautions:

1. The leader must enunciate clearly.
2. The leader may need to stress the accented syllable.
3. Words with secondary accents should be used only with advanced students.
4. Play this game for only short periods of time.

District Resources



Student Learning Objective(s) A. The student knows word definitions are based on the parts of State Goal  
speech of the word. B. The student is able to select appropriate word definitions to fit the District Goal  
context. C. The student is able to use the dictionary to locate the accented syllable in a word. Program Goal

1
2,3, 4a,6,7

Related Area(s) _____

Suggested Activities: Grade(s) 6

Suggested Monitoring  
Procedures

Possible Resources

Title: Dictionary Accents  
 Group Size: small group, entire class  
 Materials: dictionaries, sentences on  
 the chalkboard or worksheet

Teacher observation of students  
performing activity pertaining  
to sentences.

Using Reference Aids, Book B-  
Level 3, Durr-Hillerich,  
Reading Skills Lab.

Procedure(s):

- . Underlined words in sentences may have several meanings.
- . Use context and dictionary to decide which meaning fits best in each sentence.
- . Notice which syllable is accented when the word has that meaning.
- . On the line before the sentence, write "1" if the first syllable is accented or "2" if the second syllable is accented.
- 1 1. I use our old radio console for storing magazines.
- 1 2. The proceeds from our school fair will be used for new books.
- 2 3. The two countries allied themselves against the invaders.
- 1 4. The rebels hid in the hills when the soldiers came.
- 1 5. The lost child was the object of our search.
- 2 6. The people rebelled against the harsh government.
- 2 7. Please proceed with what you were doing.
- 2 8. The college students object to a raise in their tuition.
- 2 9. Nothing would console the crying child.
- 1 10. The United States and France were allies in several wars.
- 1 11. The keyboard of a console sometimes has six rows of keys.

District Resources

Suggested Activities: Grade(s) _____

Suggested Monitoring  
Procedures

Possible Resources

District Resources

Student Learning Objective(s) The student is able to recognize that dictionaries vary in completeness, i.e., abridged-unabridged, appendices and additional helps.

State Goal

1

District Goal

Program Goal

3,6,7

Related Area(s) _____

Suggested Activities: Grade(s) 6Suggested Monitoring  
Procedures

Possible Resources

Title: Dictionary Scavenger Hunt  
Group Size: entire class  
Materials: copies of abridged and unabridged dictionaries

Procedure(s):

- . Discuss the difference between abridged and unabridged dictionaries.
- . Make a worksheet as follows:

List of information to be looked up	Abridged	Unabridged
1. Pictures of U.S. Flags		
2. The word chimera		
3. Chart of animals		
4.		
5.		
6.		

- . Teacher lists the items to be looked up. Students check both dictionaries to see if the information is there, and write yes or no in the appropriate column.

District Resources

Suggested Activities: Grade(s) _____

Suggested Monitoring  
Procedures

Possible Resources

District Resources

Student Learning Objective(s) The student is able to use the telephone directory, especially the yellow pages to locate information.

State Goal

1

District Goal

Program Goal

2, 3,  
6, 7

Related Area(s) _____

Suggested Activities: Grade(s) 6Suggested Monitoring  
Procedures

Possible Resources

Title: Telephone Book Drill  
Group Size: small group, entire class  
Materials: old telephone directories

## Procedure(s):

## USING THE TELEPHONE BOOK

- . Find your name in the telephone directory.
- . How many families have the same last name as you do?
- . Repeat this activity using the names of five of your friends.
- . Which friend has the most common name?
- . List your friends in alphabetical order.

## THE YELLOW PAGES

- . You want to take an airplane trip.
- . Give the names and numbers of two places you might call.
- . Your television set won't work.
- . How many repair shops are listed in the yellow pages?
- . It is your mother's birthday.
- . Where would you call to have flowers sent to her?
- . You want to order a pizza.
- . How many restaurants can you find that would deliver your pizza?
- . You want to compare brands and prices of new bicycles before buying one.
- . How many places could you look?

Check to see if students have an adequate grasp of alphabetizing as they proceed through the exercise.

Edmonds School District No. 15  
Word Analysis Games, Intermediate and Junior High.

District Resources

388

187

384



Suggested Activities: Grade(s) _____

Suggested Monitoring  
Procedures

Possible Resources

District Resources

188

395

396

SMALL SCHOOLS PROJECT - Working Copy

SUBJECT: Reading

SPECIFIC AREA: Study Skills: Locating Parts of a Book

The student knows:

- . table of contents lists chapters or sections of a book and page numbers.
- . the glossary of a book lists important names and definitions on important words found in the book.
- . the index assists in locating specific information and is usually found in the back of a book.

191 4  
197 4-8  
195 4-8

The student is able to:

- . use the table of contents to locate information.
- . locate the name of the publisher.
- . locate copyright date.
- . use the index to find main topic, subtopic and cross-reference information.
- . use the glossary to locate important names and definitions.

191 4-6  
193 4-8  
4-8  
195 4-8  
197 4-8

The student values:

Page  
Suggested  
Grade Placement  
District  
Placement

4 5 6 7 8

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER _____

Student Learning Objective(s) A. The student knows the table of contents lists chapters or sections of a book, titles and page numbers. B. The student is able to use the table of contents to locate information.

State Goal	1,9,10
District Goal	
Program Goal	1,7

Related Area(s) _____

Suggested Activities: Grade(s) 4-6

Suggested Monitoring  
Procedures

Possible Resources

Title: Write Your Own Book  
Group Size: small group, entire class  
Materials: guide sheet for the students

Procedure(s):

- . Distribute guide sheet.
- . Example of a guide sheet for writing own book:  
Select a place or a country in Africa that has people you find interesting. Your book should contain the following parts:  
Title Page: Title of your book, author (your name) and date finished.  
Table of Contents: Chapter numbers, chapter names, page numbers.  
Chapters: Use four, as follows:
  - I. The people, clothing, religion, food, how they earn a living.
  - II. The places where people live. Are their houses like yours, or are they built of mud or stone?
  - III. The environment. What is the climate like?
  - IV. A day in the life of _____. Pretend you are someone your own age in that country.

Library Skills By California  
Association of School Librarians,  
Fearon Publishers:

District Resources

391

Suggested Activities: Grade(s) 4 - 6

Title: Table of Contents Contest  
Group Size: entire class (two teams)  
Materials: social studies, science, math,  
or any text book that is  
available

Procedure(s):

- Have students find table of contents in their textbooks.
- Divide class into two equal teams, giving every member of each team a number.
- Ask a question whose answer can be found by locating a section in the contents and turning to those pages to read.  
Example: What tribe lives on the Veld Plains?
- All students search for answers.
- When most are ready, call a number (four). Team member number four from each team goes to the board to write the answer.
- The first team with a correctly written answer wins a point.
- Continue until everyone has had at least one turn.
- The team with the greatest number of points wins!

Variation:

- Have a giant tic-tac-toe board.
- One team is X's and one O's.
- When one group/team gets a point, they get to put an X or O on the board.
- The team that gets three in a row or tic-tac-toe wins.

Suggested Monitoring  
Procedures

Check to see who are able to locate the information quickly and those who are slow. When you give out numbers be sure you group the numbers so the abilities of the students are the same.

Example: Both number three's are of high ability where both four's are of low ability.

Possible Resources

Kids Stuff, Forte, Frank  
MacKenzie Incentive Publications

District Resources



Student Learning Objective(s) A. The student is able to locate the name of the publisher in a book. B. The student is able to locate the copyright date.

State Goal	1,9,10
District Goal	
Program Goal	1,7

Related Area(s) _____

Suggested Activities: Grade(s) 4-6

Suggested Monitoring  
Procedures

Possible Resources

Title: Who Prints Our Books?  
Group Size: small group, entire class  
Materials: all books within the classroom

Procedure(s):

- . Using all the books within the classroom, have each student locate twelve different publishing companies and copyright dates.
- . Have them chart the information under the titles: Book title, Publisher, Copyright date.
- . Have them look for different copyright dates within the same series of textbooks and to note that on the chart also.

Example:

Book Title	Publisher	Copyright Date

District Resources

Suggested Activities: Grade(s) _____

Suggested Monitoring  
Procedures

Possible Resources

District Resources

396

194

397

Student Learning Objective(s) A. The student knows the index assists in locating specific information State Goal 1,9,10  
and is usually found in the back of a book. B. The student is able to use the index to find main District Goal   
topic, subtopic and cross reference information. Program Goal 1,7

Related Area(s) _____

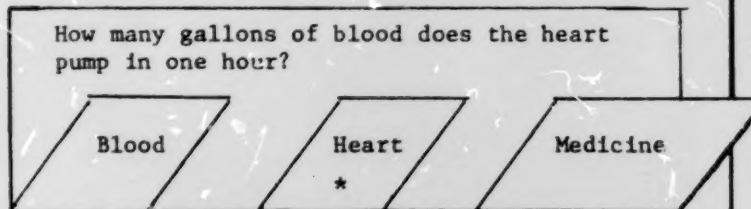
Suggested Activities: Grade(s) 4-6Suggested Monitoring  
Procedures

Possible Resources

Title: Indexing  
Group Size: individual, pairs  
Materials: posterboard, (10 pieces, 6x7)  
 scissors, felt marker, stars

Procedure(s):

- . Cut and fold the posterboard pieces as shown below.



- . Write a sentence on each piece and a choice of word topics on the flaps that relate to the sentence.
- . The student is to read the sentence or question and choose the word that correctly names the topic. A star on the back of the correct flap indicates the correct topic.
- . Game cards may be kept in a folder.

District Resources

Suggested Activities: Grade(s) _____

Suggested Monitoring  
Procedures

Possible Resources

Examples for game cards: (Asterisk indicates correct answer).

How large is the country of Germany?

*Germany            large            countries

What type of music is Johann Sebastian Bach famous for?

music                *Bach                famous

How many movies did Humphrey Bogart appear in during 1941?

movies                *Bogart                Hollywood

Albert Schweitzer practiced medicine in which African country?

medicine                Africa                *Schweitzer

District Resources



Student Learning Objective(s) A. The student knows the glossary of a book lists important names, words and definitions of important words found in the book. B. The student is able to use the glossary to locate important names and definitions.

State Goal	1,9,10
District Goal	
Program Goal	1,7,10

Related Area(s) _____

Suggested Activities: Grade(s) <u>4-6</u>	Suggested Monitoring Procedures	Possible Resources
<u>Title:</u> Glossary or "Little Dictionary"   <u>Group Size:</u> small group, entire class   <u>Materials:</u> textbooks with glossaries   <u>Procedure(s):</u>       . Explain to the students glossaries are found at the back of the book and contain words that need their pronunciations or meanings explained.     . Not all glossaries are alike.     . A <u>reading</u> glossary would have names of many people, since there are many characters in stories.     . A <u>geography</u> glossary would have many names of places.     . A <u>science</u> glossary would contain words that are related to science.     . Compare the glossaries of two different kinds of books. Then answer these questions: What kinds of books have you chosen? Is one glossary more detailed than the other? Which one? In what other ways do glossaries differ?	Given an unknown book, the student is able to locate the glossary and explain how one may differ from the other.	Books:   <u>Study Skills</u> (for information retrieval) Barnes and Burgdorf Allyn and Bacon Inc.      District Resources



Suggested Activities : Grade(s) 5-6

Suggested Monitoring  
Procedures

Possible Resources

Title: Gadabout Glossary  
Group Size: entire class  
Materials: chalkboard or worksheet

Procedure(s):

- . Explain that a glossary is found at the back of the book and contains words found in that particular book.
- . Have the students list the following words under the appropriate title as they would be found in a glossary.
- . Remind them that a glossary is a dictionary and the words should be in alphabetical order.

New York	myth	astronaut	Hercules
atoms	Lake Superior	upstairs	Pacific
receive	magnet	Pegasus	January
Paul Bunyan	Africa	tomorrow	machines

<u>Spelling</u>	<u>Literature</u>	<u>Geography</u>	<u>Science</u>
_____	_____	_____	_____
_____	_____	_____	_____

Check to see if students are listing words in appropriate categories.

Books:  
Study Skills, Barnes Burgdorf  
Allyn and Bacon Inc.

District Resources

SUBJECT: ReadingSPECIFIC AREA: Study Skills: Locating Reference/Library

The student knows:

- . books in the library are shelved in groups according to type, i.e., stories, biography, reference, factual information.
- . specific books and other materials or groups of books can be located through the card catalog and other visual guides, i.e., shelf labels, wall signs, diagrams.
- * . the card catalog is arranged in alphabetical order and references subjects, authors or titles.
- . nonfiction books are divided into ten subject groups (Dewey Decimal System).
- . that Readers' Guide and Subject Index to Children's Magazines index magazine articles alphabetically.
- . there are specialized references for locating information:
  - . encyclopedias list alphabetically information on a wide range of subjects.
  - . atlases are a bound collection of maps, tables, charts.
  - . almanacs are annual publications including calendars, tables and/or other useful information.
- . vertical files contain pamphlets, clippings, pictures and charts.

The student is able to:

- * . identify specific types of information found on catalog cards, i.e., author, title, call number, number of pages, annotation.
- . identify the three main kinds of cards, i.e., author, subject, title.
- * . use card catalog call numbers and visual guides to locate books/materials.
- * . locate basic information in magazine index entry, i.e., title of article, title of magazine, pages, date of publication.
- . use appropriate procedures to locate information in reference materials.
- . use the vertical file to locate needed information.
- . identify the ten main Dewey Decimal groups and their numbers, i.e., 100, 200, etc.

The student values:

Page	Suggested Grade Placement	District Placement	4	5	6	7	8
201	4-8						
205	4-8						
203	4-8						
219	6-8						
211	5-8						
213	4-8						
213	4-6						
	7-8						
217	4-7						
203	4-8						
205	4-8						
207	4-8						
211	5-8						
213	4-8						
217	4-7						
219	6-8						

# OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER _____

Student Learning Objective(s) A. The student knows books in the library are shelved in groups State Goal  
according to type, i.e., stories, biography, reference, factual information. District Goal

Program Goal

1,9

1,7

Related Area(s) _____

Suggested Activities: Grade(s) 4-6Suggested Monitoring  
Procedures

Possible Resources

Title: Group According to Type  
 Group Size: entire class  
 Materials: worksheet

Check worksheet

Librarian

Procedure(s):

- List on board or worksheet titles of books which fall into the broad categories such as: biography reference, stories, factual information.
- Have students put titles under appropriate category heading.

Example:Titles:Little Women - AlcottOld Yeller - GibsonBen Franklin, Inventor - LewisHistory of U.S. - Stone

Biographies

Stories

Factual  
InformationBen Franklin,  
InventorLittle Women  
Old YellerHistory of U.S.

District Resources

Suggested Activities: Grades _____

Suggested Monitoring  
Procedures

Possible Resources

District Resources

202

410

411



Student Learning Objective(s) A. The student knows the card catalog is arranged in alphabetical order and refers to subjects, authors or titles. State Goal

B. The student is able to identify specific types of information found on catalog cards, i.e., author, title, call number, number of pages, annotation. District Goal

Program Goal

1, 9

1, 7

Related Area(s) _____

Suggested Activities: Grade(s) <u>4 - 6</u>	Suggested Monitoring Procedures	Possible Resources
<u>Title:</u> Relay Race   <u>Group Size:</u> entire class broken into groups of 4-5   <u>Materials:</u> sheet of questions   <u>Procedure(s):</u>       . Each group should have a different set of questions and all the questions in one set should deal with information from one card catalog drawer.     . Each question asks for one piece of information from a card.     . Put catalog drawer on a table for each group.     . Students in group line up in front of drawer.     . Give question sheets to first person in line.     . After looking up the first question, the sheet is passed to the next person, who looks up the second questions and so on...	Check answers and winning group should be determined by speed and accuracy.   Observe those who have trouble and give individual help later.	District Resources

Suggested Activities (Grade 3)

Suggested Monitoring  
Procedures

Possible Resources

District Resources

Student Learning Objective(s) A. The student knows specific books and other materials or groups of books can be located through the card catalog and other visual guides (shelf labels, wall signs, and diagrams). B. The student knows the card catalog is arranged in alphabetical order and refers to subjects, authors or titles. C. The student is able to identify the three main kinds of cards, i.e. author, subject, title.

State Goal

1,9

District Goal

Program Goal

1,7

Related Area(s) _____

Suggested Activities: Grade(s) <u>4-6</u>	Suggested Monitoring Procedures	Possible Resources
<u>Title:</u> Which Card Do I Want?   <u>Group Size:</u> entire class   <u>Materials:</u> access to card file (library), pencil, paper   <u>Procedure(s):</u>      - Tell students they can find a book in the card file by looking for the author's last name, the title of the book, or the general subject of the book, whichever type of card would be helpful.    - Which type of card would help answer these questions?     - How many books in the library are written by Dick Brund?    - My hobby is woodcarving. How many books are there on my hobby?    - Who drew the pictures of <u>The Biggest Bear</u>?    - In what country was <u>Goodbye to The Jungle</u> published?    - I liked <u>The House on Pooh Corner</u>. Who is the author?          - Write the word title, author, or subject on the line following each question.	Have students check own work by looking up the cards they put for answers to questions. See if information is retrieved by the demand of the question.	Library      District Resources

Suggested Activities: Grade(s) _____

Suggested Monitoring  
Procedures

Possible Resources

Title:

Group Size: individual

Materials: duplicate catalog cards,  
three containers labeled,  
Author, Title and Subject

Procedure(s):

- . Students are given a mixed group of cards-subject, some author and some title.
- . Student places each kind in correctly labeled container. If real catalog cards are unavailable, tagboard with 2-3 lines of a card will do.

Variation: Student can use same cards to put in alphabetical order by first word on card.

Make chart of each location  
skill and add names of students  
who master them.

District Resources

Student Learning Objective(s) A. The student knows books in the library are shelved in groups according to type, i.e., stories, biography, reference, factual information. B. The student knows specific books and other materials or groups of books can be located through the card catalog and other visual guides, i.e., shelf, labels, wall signs, diagrams. C. The student is able to use card catalog call numbers and visual guides to locate books/materials.

State Goal

1, 9

District Goal

Program Goal

1, 7

Related Area(s) _____

Suggested Activities: Grade(s) 4-6

Suggested Monitoring Procedures

Possible Resources

Title: Treasure HuntGroup Size: two to fiveMaterials: access to library clue cardsProcedure(s):

- . The teacher or librarian puts a series of clue cards in books or between books for each group.
- . The students must follow the clues to get to the final point. The clues can be call numbers, or they can combine call numbers and clues to other visual guides.

Variation: Given a room diagram, students can map their progress, naming each area for which they find clues (fiction, biography, etc.).

- . Each clue will require the students to look in the card catalog to complete the information needed to get to the next clue.

Title: Map the LibraryGroup Size: individuals, pairs, classMaterials: card catalog, library maps, pencil or crayonsProcedure(s):

- . Give students a diagram of the library.
- . Give students a list of materials to find.
- . Students must locate where the item is in the library.
- . Students go to the proper shelf for the item.
- . They write on their map where the item is located.
- . The process is repeated for four or five selections.

Observe completion of series.

Books:

Library Skills  
Denison 1967

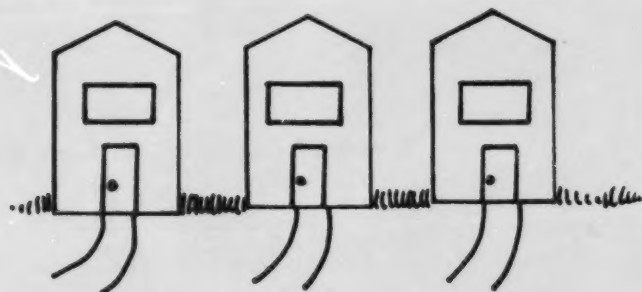
District Resources

Go over the locations as a class and see who is having difficulty.



Suggested Activities: Grade(s) 4-6

Title: Streets and Houses  
Group Size: individual, pairs  
Materials: tagboard rectangles in town-house forms.



Procedure(s):

- . Groups of houses are made up with numbers beginning with the same digit, or varied non-fiction numbers, or fiction call numbers, or biography call numbers, or numbers of mixed groups.
- . Students lay out each group (street) in correct numerical order, according to kind, i.e., non-fiction, fiction.  
Students name the street on which these houses would be found, like Fiction Street, or Non-Fiction Avenue, or Science Boulevard.
- . Students separate mixed groups of call numbers into types and name them.

Suggested Monitoring Procedures

Students have access to key-  
may keep record sheet.

Possible Resources

Books:

Library Skills (workbooks available)  
Beck and Pace, three volumes

Library Lessons for Jr. High  
Jr. High Library Lesson Committee  
Region 14, WSASL, available from  
ESD 189, 1965

District Resources

Student Learning Objective(s) A. The student knows specific books and other materials or groups of books can be located through the card catalog and other visual guides (shelf labels, wall signs, diagrams). B. The student knows the card catalog is arranged in alphabetical order and refers to subjects, authors or titles. C. The student is able to use catalog call numbers and visual guides to locate books and materials.

State Goal

1, 9

District Goal

Program Goal

1, 7

Related Area(s) _____

Suggested Activities: Grade(s) 5-6Suggested Monitoring  
Procedures

Possible Resources

Title: Book Addresses  
Group Size: small group, entire class  
Materials: a large diagram of library with basic areas marked with similar visual guides used in library

Check placement

Books:

Library Skills  
 California Association of  
 School Librarians-Revised  
 Edition, Fearon Publishers, 1973.

Procedure(s):

- . Students print the title and call numbers of their favorite books on slips.
- . Each student pins or tapes his slip on the diagram as close as possible to the actual location in the library. (Could be used in the library also as a reading suggestion chart with different classes putting up titles each week.)

Variation: Use transparency of room diagram and students point to correct placement, or write call number on the diagram.

District Resources

425

426

Suggested Activities Grade(s)	Suggested Monitoring Procedures	Possible Resources
		District Resources

437

210

423

Student Learning Objective(s) A. The student knows that Readers' Guide and Subject Index to Children's Magazines index magazine articles alphabetically. B. The student is able to locate basic information in magazine index entry, i.e. title of article, title of magazine, pages, date of publication.

Related Area(s) _____

State Goal

1, 9

District Goal

Program Goal

1, 7

Suggested Activities: Grade(s) 5 - 6

Suggested Monitoring Procedures

Possible Resources

Title: Abbreviations  
Group Size: entire class  
Materials: Readers' Guide, Subject Index to Children's Literature

Procedure(s):

- . Ask students to take name of months and abbreviate them to no more than two letters, still maintaining their identities from one another.
- . Discuss and compare abbreviations used in magazine indexes.

Title: Using the Readers' Guide  
Group Size individual, pairs, entire class  
Materials: worksheet on topics

Procedure(s):

- . Hand out worksheet of topics: Kite Making, Model Building, Sewing
- . Students use the Readers' Guide to find any magazine that might have information on that topic.
- . Students write sources for topic on the worksheet.

Observation and discussion

Books:

Library Lessons For Jr. High  
 Library Lesson Committee  
 Region 14, WSASL  
 Available at ESD 189  
 Professional Library

District Resources

400

400

Suggested Activities: Grade(s)

Suggested Monitoring  
Procedures

Possible Resources

District Resources

431

212

432



Student Learning Objective(s) A. The student knows there are specialized references for locating information: encyclopedias list alphabetically information on a wide range of subjects; atlases are bound collections of maps, tables and charts; almanacs are annual publications which include calendars, tables and/or other useful information. B. The student is able to use appropriate procedures to locate information in reference materials.

State Goal

1, 9

District Goal

Program Goal

1, 7

Related Area(s) _____

Suggested Activities: Grade(s) 4-6Suggested Monitoring  
Procedures

Possible Resources

Title: Which Source?  
Group Size: entire class, small groups  
Materials: encyclopedia sets, dictionaries, atlases, etc., and pencils

Check papers  
 Have students check own work by looking up the information in the source book they choose. Write the information in a blank space provided after each question.

Books:

Basic Library Skills  
 Manly Pollette  
 Williken Co. 1971

Procedure(s):

- . Review with students the types of information provided by a dictionary, encyclopedia, atlases and maps.
- . Ask where they might find information about how Eskimos live, the proper spelling of hippopotamus, the name of a sea bordering Italy, etc.
- . Distribute worksheet for independent work.

Example:

1. How long is a clipper ship from stem to stern?
2. What is one city located near the English Channel?
3. Why are the cliffs of Dover white?
4. What does the word "dory" mean?
5. What is the plural of wharf?

- . Have students identify what source (reference book) they would use to find the answer to each question.

Extension: Have student use reference books to answer the questions.

District Resources

Title: Where Would You Find It?  
Group Size: individual, pairs  
Materials: set of encyclopedias, maps, tables, tagboard cards 5x8 or worksheet.

Procedure(s):

- . Teacher writes questions on pieces of tagboard.

Where would you find information on whether onions are bulbs and belong to the lily family?

Encyclopedia  
0

- . Student reads question.
- . Student decides on answer.
- . Student checks him/herself by looking under flap to see if correct.
- . There may be more than one answer.

Title: Trip Around The World  
Group Size: small groups  
Materials: large world map with longitude and latitude lines but no names. At least one atlas per group, colored pencils or pens, set of cards with place names numbered on it, in sequence to progress around the world.

Procedure(s):

- . One student from group stands at map ready to chart the course (each group uses a different colored pencil).
- . Remaining students in group are given a list of

Give a worksheet quiz to see if student understands objective.

Use actual materials to find answers.

Observe success in progress.

Books:

Library Skills, The California Association of School Librarians, Fearon Publishers, 1973.

Books:

Library Skills, Beck and Pace

Using Reference Materials, T. S. Denison, 1965.

Library Lessons For Jr. High, Junior High Library Lesson Committee, Region 14, WSASL, 1965, Available at ESD 189 District Resources.

Student Learning Objective(s) A. The student knows there are specialized references for locating State Goal 1,9  
information: encyclopedias list alphabetically information on a wide range of subjects; atlases District Goal  
are bound collections of maps, tables and charts. B. The student is able to use appropriate Program Goal 1,7  
procedures to locate information in reference materials.  
 Related Area(s) _____

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
cities. (Each group is given a different group of cities).       . Group members, except for students at map, are to locate the cities in the atlas and determine the longitude and latitude of each.     . Group members provide student at map with the longitude and latitude coordinates.     . The student at map charts the course (each group using different colored pencil).     . After all groups have charted their course, names of cities may be labeled and discussion of each city's longitude and latitude may follow.		District Resources

Suggested Activities: Grade(s) _____

Suggested Monitoring  
Procedures

Possible Resources

District Resources

400

216

440

SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement 4 - 7

Student Learning Objective(s) A. The student knows that the vertical file contains pamphlets State Goal  
clippings and charts. B. The student is able to use the vertical file to locate needed information. District Goal  
 _____ Program Goal

1, 9
1, 7

Related Area(s) _____

Suggested Activities: Grade(s) <u>4-6</u>	Suggested Monitoring Procedures	Possible Resources
<u>Title:</u> Filed For Use   <u>Group Size:</u> individual or small group   <u>Materials:</u> access to vertical file in library   <u>Procedure(s):</u>       . Each group is assigned a table, bulletin board or display area and a subject or theme.     . The students then go to the vertical file for materials to use in the display.       <u>Note:</u> This could be an ongoing project coordinated with current class objectives, with each group given a specific period of time for its display.	Discuss with the group topics which materials were found under.	District Resources



Suggested set visits: _____

Suggested Monitoring  
Procedures

Possible Resources

District Resources

442

218

444

Student Learning Objective(s) A. The student knows that nonfiction books are divided into ten State Goal  
subject groups. (Dewey Decimal System) B. The student is able to identify the ten main Dewey District Goal  
Decimal groups and their numbers, i.e., 100,200, etc. Program Goal

1, 9

1, 7

Related Area(s) _____

Suggested Activities: Grade(s) 6Suggested Monitoring  
Procedures

Possible Resources

Title: Dewey's Window  
Group Size: entire class  
Materials: paper, pencils or crayons,  
 markers

Procedure(s):

- . Hand out plain paper, five sheets each.
- . Have students divide paper in half.
- . Write 000-009 as the heading of one half sheet.
- . On the other side of that same sheet write 100-199 with Philosophy at the top.
- . Have students draw pictures, write words, or titles for each category.

Example:

000-099 GENERAL REF atlases dictionaries encyclopedias	100-199 PHILOSOPHY Socrates Descartes Russell
-----------------------------------------------------------------------	-----------------------------------------------------------

- . Do the following categories in the same manner.
- 200-299 Religion
- 300-399 Social Sciences
- 400-499 Languages
- 500-599 Science
- 600-699 Use Arts & Sciences
- 700-799 Fine Arts
- And so on ...

Books:

Library Skills  
 Denison 1967

District Resources

Suggested Activities Grade(s)	Suggested Monitoring Procedures	Possible Resources																				
<u>Title:</u> Dewey Who?  <u>Group Size:</u> class  <u>Materials:</u> pencil, paper            <u>Procedure(s):</u>       . <u>Note:</u> All nonfiction books are arranged in number order on the shelves in their Dewey category.     . The Dewey number tells you two things:                 - The location of the book    - The general subject of the book           . Show a Dewey chart.     . On the lines below, write the names and Dewey numbers of the categories in which you would find these books.      <table> <tr> <td><u>God and His People</u></td> <td><u>No.</u></td> <td><u>Category</u></td> </tr> <tr> <td><u>Familiar Insects of America</u></td> <td></td> <td></td> </tr> <tr> <td><u>Better Soldering for Boys</u></td> <td></td> <td></td> </tr> <tr> <td><u>How Books are Made</u></td> <td></td> <td></td> </tr> </table>   <u>Title:</u> Understanding Dewey  <u>Group Size:</u> class  <u>Materials:</u> worksheet            <u>Procedure(s):</u>       . Have a reference sheet with the 10 main classes and their class numbers.     . On your worksheet have a list of subjects.     . Students put class numbers to the right of each word.       <u>Example:</u>  <table> <tr> <td></td> <td><u>Answer</u></td> </tr> <tr> <td>Chemistry Experiments</td> <td><u>500</u></td> </tr> <tr> <td>Building Bridges</td> <td><u>600</u></td> </tr> <tr> <td><u>The Story of Helen Keller</u></td> <td><u>900</u></td> </tr> </table>  <u>Variation:</u> Have title of book and to the right have students write class name and class number..	<u>God and His People</u>	<u>No.</u>	<u>Category</u>	<u>Familiar Insects of America</u>			<u>Better Soldering for Boys</u>			<u>How Books are Made</u>				<u>Answer</u>	Chemistry Experiments	<u>500</u>	Building Bridges	<u>600</u>	<u>The Story of Helen Keller</u>	<u>900</u>		
<u>God and His People</u>	<u>No.</u>	<u>Category</u>																				
<u>Familiar Insects of America</u>																						
<u>Better Soldering for Boys</u>																						
<u>How Books are Made</u>																						
	<u>Answer</u>																					
Chemistry Experiments	<u>500</u>																					
Building Bridges	<u>600</u>																					
<u>The Story of Helen Keller</u>	<u>900</u>																					
		<u>District Resources</u>																				

427

220

418

Student Learning Objective(s) A. The student knows that nonfiction books are divided into State Goal  
ten subject categories (Dewey Decimal System). B. The student is able to identify the ten District Goal  
main Dewey Decimal groups and their numbers, i.e., 100, 200, etc. Program Goal

1, 9

1, 7

Related Area(s) _____

Suggested Activities: Grade(s) 6Suggested Monitoring  
Procedures

Possible Resources

Title: Fun With Dewey  
Group Size: entire class  
Materials: worksheet

Procedure(s):

- . Teacher prepares a reference sheet with ten main classes and their numbers.
- . Have statements such as "The Story of My Life you will find in the 900's." Or "I Learned How to Play Soccer from the 700's."
- . Help students relate information with a Dewey Decimal class number.

Title: Dewey Solitaire  
Group Size: groups of three or four  
Materials: blank playing cards

Procedure(s):

- . Make ten class cards, one for each class number.
- . Make up cards with subtopics on them and titles of books. Sixty cards are made with five cards dealt to each player. The rest of them placed in a pile.
- . The class number cards will be used as aces in the middle. Students will get a point for each ace they put up and for every card they add to their aces.
- . In turn, each player draws a card and plays on aces if possible. Discards are from hand or draw card.
- . Game ends when all possible cards have been played. Winner has highest score.

District Resources

Suggested Activities: Grade(s)

Suggested Monitoring Procedures

Possible Resources

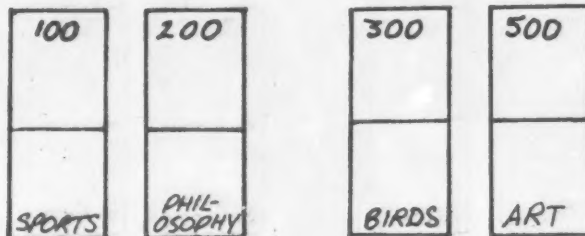
Title: Dewey Dominoes  
Group Size: groups of 2-4  
Materials: cardboard rectangles with line drawn down the middle of each

Check tally slips.

Procedure(s):

- On one end of a rectangle write class numbers (100, 200, etc.) and on the other write class names, but not for the corresponding class number. (See below).
- Game is played by placing all dominoes upside down in center except one.
- Each student draws one domino at a time and plays it by matching a class to a number (100-matches philosophy).
- Each student should keep a tally slip on which he writes the matches he/she makes.
- Winner has the most matches.

Variation: Instead of with class names, write common subclass on one end of domino (education is matched to 300 or to social sciences).



District Resources



Student Learning Objective(s) A. The student knows that nonfiction books are divided into ten State Goal 1, 9  
subject groups (Dewey Decimal System). B. The student is able to identify the ten main Dewey District Goal   
Decimal groups and their numbers, i.e., 100, 200, etc. Program Goal 1, 7

Related Area(s) _____

Suggested Activities: Grade(s) 6Suggested Monitoring  
Procedures

## Possible Resources

Title: Shelf Search  
Group Size: individual, entire class  
Materials: sheets with Dewey number listed at the top line for five books (number can be simple, i.e., 530 or 796, depending on age group)

## Procedure(s):

- Student looks on shelf for 5 books with the same call number.
- Student lists the titles, and then makes a decision about the subject of these books.
- Student checks answer from a key or in the library at the Dewey Decimal System Classification. Note: The student may need some help at this point.

Variation: Includes a variety of call numbers and students list only the title per number.

Title: When I'm Famous  
Group Size: class  
Materials: tagboard, 3" by 10" card

## Procedure(s):

- Students make up titles for bibliographies about themselves, using their names plus something that indicates their reason for fame, writing this at the top of the card, i.e., Dave Hartl: An Eye For Reading.
- The student makes up the call number and writes it at the bottom of the card.
- Call number may look like: B 921 or 92  
Har or Har Har

Check sheets. Discuss conclusions in class. Students can read their lists and allow others to guess classification of subject.

Check call numbers. Class will double check order. Students check individual biographies by lining them up on chalk tray, arranging in alphabetical order according to surname.

Books:

Library Skills  
 California Association of School Librarians  
 Librarians review edition  
 Fearon Publishers 1973.

Discovering Books and Libraries  
Using The Dewey Decimal System  
 Volume II  
 T. S. Denison Co. 1965

## District Resources

Library Lessons For Jr. High  
 Jr. High Library Lesson  
 Committee, Region 14, WSASL  
 1965  
 Copies available ESD 189  
 Professional Library

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
455	224	District Resources   456

SMALL SCHOOLS PROJECT - Working Copy

SUBJECT: Reading

SPECIFIC AREA: Study Skills: Locating Reference/Encyclopedias

The student knows:

- . encyclopedia topics are arranged alphabetically.
- . most encyclopedias have indexes for locating topics that are not main entries.
- . long articles will be divided into subtopics.
- . encyclopedia year-books or annuals update information on subjects.

The student is able to:

- . locate a subject in an encyclopedia.
- * . use the index of an encyclopedia to locate information.
- . use cross reference information that is specifically related to the topic ("see"), and that which is less related ("see also").
- * . use subheadings within an article to locate specific information.
- . obtain information from visuals in the encyclopedia.

The student values:

Page  
Suggested  
Grade Placement  
District  
Placement

4 5 6 7 8

229 4

229 4-6

233 4-8

227 4-8

229 4

229 4-6

231 4-6

233 4-8

235 4-8

# OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER _____

Student Learning Objective(s) The student knows encyclopedia year books or annuals update information State Goal

1

on subjects.

District Goal

Program Goal

5,7

Related Area(s) _____

Suggested Activities: Grade(s) 4-6Suggested Monitoring  
Procedures

Possible Resources

District Resources

400

227

401



Suggested Activities: Grade(s) _____

Suggested Monitoring  
Procedures

Possible Resources

District Resources

228

482

483

Student Learning Objective(s) A. The student knows encyclopedia topics are arranged alphabetically. State Goal

B. The student knows most encyclopedias have indexes for locating topics that are not main entries. District Goal

C. The student is able to locate a subject in an encyclopedia. D. The student is able to use the index of an encyclopedia to locate information. Program Goal

Related Area(s) _____

1

7

Suggested Activities: Grade(s) <u>4-6</u>	Suggested Monitoring Procedures	Possible Resources
<u>Title:</u> Index Jingle   <u>Group Size:</u> entire class   <u>Materials:</u> worksheet using following rhyme   <u>Procedure(s):</u>   Finding topics in an index is really quite a snap.   1. If you were looking up _____, you know you'd find it before <u>map</u>.   farming regions tourist   Once you know the secret, it's very simple to do.   2. Present would come after past, and <u>old</u> would come _____ new.   before after   Just look at the topics, and you'll see how to do it.   3. <u>Climate</u> would come after _____. That's all there is to it!   buildings geography explorers   4. It's very clear to see that _____ would come before <u>border</u>.   boxing bowling boating   5. Because the topics are arranged in _____.   order of importance   alphabetical order   their order in the book		District Resources

405

404

Suggested Activities: Grade(s) _____

Suggested Monitoring  
Procedures

Possible Resources

Title: Let the Students Do the  
Walking Through the Index Pages  
Group Size: entire class  
Materials: any book with an index, work-  
sheet using the following ques-  
tion rhyme

Procedure(s):

- . Explain that not all information about a topic is given in any one chapter. Bits of information about a certain topic may be found scattered throughout the book. Only the index will tell you where.
- . Teacher fills in these questions with words from class text index. Let students find the pages.
  1. Do you want to know about _____? Page _____ is a good place to be.
  2. How does _____ affect _____? Turn to page _____ to see.
  3. To find out how to _____, page _____ is a good place to look.
  4. If you want to know about _____, turn to page _____ in the book.
  5. _____ can be _____. Turn to page _____ to see why.
  6. Look on page _____ if you want to know how _____ s  
_____. (rhyme with why)
  7. Are you interested in _____? Page _____ is the place to turn.
  8. What are the _____ of _____? Page _____ is the place to learn.
  9. You'll find out about _____ if you turn to page _____. (rhymes with one)
  10. Find out about _____ on page _____, and now this game is done!

District Resources

Student Learning Objective(s) A. The student is able to use cross reference information that is specifically related to the topic ("see"), and that which is less related ("see also").

State Goal

1

District Goal

Program Goal

5, 7

Related Area(s) _____

Suggested Activities: Grade(s) 4-6Suggested Monitoring  
Procedures

Possible Resources

Title: Cross Reference  
Group Size: pairs  
Materials: encyclopedias

Procedure(s):

- . Give each pair of students one main topic, such as dogs.
- . Have the students see how far removed from the main topic they can get by finding five cross references.
- . Have students note whether references were a "see" or "see also" reference.
- . In class or group discussions, have students state the main topic they started with, the cross references they found and the final topic they ended up with.

Example: Dog

See also dog training  
 See training  
 See bird training  
 See birds

- . Have them note whether "see" or "see also" references brought them back to or farther from the original topic.

District Resources

Suggested Activities Grade(s)	Suggested Monitoring Procedures	Possible Resources
<u>Title:</u> Scavenger Hunt  <u>Group Size:</u> pairs  <u>Materials:</u> encyclopedias, 3" x 5" cards  <u>Procedure(s):</u>     - Prepare beforehand an encyclopedia scavenger hunt on 3" x 5" cards for a particular topic.    - Insert cards in encyclopedias at proper locations.    - Give pairs of students a prepared topic and encyclopedias.    - Students follow the clues given on the index cards to find information about topic.       <u>Example:</u> <u>Dogs</u> - index card look-up says: "Third cross reference entry - go there for further instructions."      - Students would then look up the topic <u>Dogs</u> in the encyclopedia. Students identify the third cross reference and proceed to locate the third cross reference.    - Have cards on the other entry pages in case the student looks up the second entry such as:            "No. No. The third entry. I'm only the second entry."	232	4.1   District Resources



Student Learning Objective(s) A. The student knows long articles will be divided into subtopics.

State Goal

B. The student is able to use subheadings within an article to locate specific information.

District Goal

Program Goal

7

Related Area(s)

Suggested Activities: Grade(s) 4-6

Suggested Monitoring  
Procedures

Possible Resources

Title: Find It  
Group Size: entire class  
Materials: social studies, science  
 texts, or a set of children's  
 magazines (same one for each  
 student)

Procedure(s):

- . Class chooses the same chapter or article to read silently. Instruct students to use the next five minutes to read all boldface words and subheadings in the article, trying to remember their given order.
- . The teacher orally gives a specific idea or fact within the article. Students try to locate it quickly, using memory of key words and subtopics.
- . Student stands up when idea is located and gives an explanation of how he/she found the fact quickly.
- . Repeat the exercise with another chapter or article, and idea or fact.

Title: Find a Sub-Topic  
Group Size: small group, entire class  
Materials: encyclopedia for each student

Procedure(s):

- . Hand out encyclopedias to each student.
- . Have each student look for topics of his/her own choice.
- . Have each student write the subheadings for his/her article.

District Resources

Suggested Activities Grade 5	Suggested Monitoring Procedures	Possible Resources
		District Resources

474

234

475

Student Learning Objective(s) The student is able to obtain information from visuals in the encyclopedia. State Goal

1

District Goal

Program Goal

5,7

Related Area(s) _____

Suggested Activities: Grade(s) 4-6Suggested Monitoring  
Procedures

Possible Resources

Title: Visual Teamwork  
Group Sizes: entire class  
Materials: graphs, maps, News Citizen  
 magazines, charts, etc.

Scholastic Magazine

Newspapers

Procedure(s):

- . Duplicate for each student any given chart, map, or graph.
- . Write a few questions on the board, or on a ditto that relate to finding information contained on the visual.

Extension:

- . Have the students work in teams of three to four students.
- . Ask them to develop five or more questions of their own related to the visual.
- . When they have completed their questions, they are to join another team.
- . Each team challenges the other with their set of questions.
- . Team with the most correct answers - wins!

District Resources

Suggested Activities: Grade(s) _____

Suggested Monitoring  
Procedures

Possible Resources

District Resources

478

236

479

SUBJECT: ReadingSPECIFIC AREA: Study Skills: Organizing

The student knows:

- . an outline is a list of topics on a subject arranged in a particular framework.
- . a Roman numeral in an outline identifies a main topic.
- . a capital letter in an outline identifies a subtopic.
- . a numeral in an outline indicates a detail.

SEE LANGUAGE ARTS: Outlining, Report Writing, Note Taking  
for other objectives related to this area.

The student is able to:

- . determine the main topic of a well-written paragraph.
- . determine the main topic of a paragraph containing two topics.
- . determine the topic and subtopics of a paragraph.
- . determine the topics and subtopics of a selection containing multiple paragraphs.
- . determine the topic, subtopics and details of a paragraph.
- . make an outline from well-written material which identifies topics, subtopics and details.

The student values:

Page  
Suggested  
Grade Placement  
District  
Placement

4 5 6 7 8

243 4-8  
243 4-8  
243 4-8  
247 6-8

237 4-5  
241 4-5  
243 5-6  
245 5-6  
247 6-8  
247 6-8



# OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER _____
481	238	482

Student Learning Objective(s) The student is able to determine the main topic of a well-written paragraph.

State Goal

1,10

District Goal

Program Goal

1,2,6

Related Area(s) _____

Suggested Activities: Grade(s) 4-5

Suggested Monitoring Procedures

Possible Resources

Title: Sentences That Don't Belong  
 Group Size: entire class  
 Materials: worksheet of paragraphs containing one unrelated sentence

Teacher leads and monitors class discussions.

Procedure(s):

- . Read the two paragraphs aloud.
- . Explain that in a good paragraph, every sentence should keep to the topic.
- . Read one of the following paragraphs to the class. Have students pick out and underline the topic sentence.
- . Explain that each paragraph in this lesson contains one sentence that does not relate to the topic.
- . Have students reread the paragraphs and discuss with class which sentence should not be included, and the reasons why. Have students draw a line through the unrelated sentence.

Example(s):

- . There we were studying topic sentences in English class. (topic sentence) The teacher was giving directions, the students had their books open, and there was a businesslike atmosphere in the room. ~~The daffodils growing outside obviously needed watering~~ (unrelated sentence). We all realized the lesson was important.
- . The period before lunch is a difficult one. (topic sentence). ~~Daffodils often bloom this time of year.~~ (unrelated sentence) We were hungry. Smells of good chili dogs wafted from the cafeteria. The teacher seemed to be weakening, and in addition, the sound of the other students passing to the lunch room was very distracting.

District Resources

484

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
<u>Title:</u> Recognizing and Paraphrasing Main Ideas  <u>Group Size:</u> entire class  <u>Materials:</u> worksheet containing three paragraphs  <u>Procedure(s):</u>     - Hand out to every student three paragraphs taken from their text books. Each paragraph should contain a topic sentence.    - Read each paragraph aloud and ask students to identify the main idea and underline it.    - Beneath each paragraph have students rewrite the topic sentence in their own words.    - Have students write their paraphrased sentences on the chalkboard and examine them, making certain the main idea is clearly stated.      <u>Example:</u>      <u>Given Paragraph:</u> Using an electric chain saw is an efficient method of felling trees and cutting them into lengths. (topic sentence) It is lighter than a gasoline saw, and more certain to start. Compared to an old-fashioned hand saw, an electric chain saw is a powerful, fast-working tool.     <u>Sample Paraphrase:</u> Electric chain saws are good for cutting wood because they are efficient at both felling trees and cutting them into lengths.	Evaluate main ideas that are paraphrased by students.	District Resources

Student Learning Objective(s) The student is able to determine the main topic of a paragraph containing two topics. State Goal

1,10

District Goal

Program Goal

2,6,7

Related Area(s) _____

Suggested Activities: Grade(s) 4-5

Suggested Monitoring  
Procedures

Possible Resources

Title: Finding the Missing Main Idea  
Group Size: small group, entire class  
Materials: paragraphs containing two topics

Procedure(s):

- . Some paragraphs do not have just one main idea sentence. Here are four steps to follow to determine the main idea of such paragraphs:
  - a. Pick out the facts, or details.
  - b. Think how these facts are related to one another.
  - c. Write a short sentence telling how these sentences are related.
  - d. Rewrite this sentence so that it sums up the meaning of the paragraph. This is the main idea sentence.
- . Provide paragraphs with more than one topic in them for the students to read and practice the above steps. (see Mini-Units in Reading for sample paragraphs)

Mini-Unit in Reading, Book II  
Fox & Weiner, Globe Book Co., Inc.  
1976 pp. 63-64

District Resources

Suggested Activities: Grade(s) _____

Suggested Monitoring  
Procedures

Possible Resources

District Resources

489

242

490



Student Learning Objective(s) A. The student is able to determine the topic and subtopics of a paragraph. B. The student knows a Roman numeral in an outline identifies a main idea (topic). C. The student knows a capital letter in an outline identifies a subtopic. D. The student knows an outline is a list of topics on a subject arranged in a particular framework.

Related Area(s) _____

State Goal

1,10

District Goal

Program Goal

6,7

Suggested Activities: Grade(s) 5-6	Suggested Monitoring Procedures	Possible Resources
<u>Title:</u> <u>Group Size:</u> small group, entire class <u>Materials:</u> stories or articles dealing with various content areas   <u>Procedure(s):</u>      - Review the proper use of Roman numerals (main topic) and capital letters (subtopics) for making an outline.    - Have class read a selection (paragraph) in a particular content area.    - Then pass out parts of a prepared outline for the selection students have read.    - Have students volunteer to organize these parts into the proper outline form.       <u>Variation:</u>      - Have students read a selection.    - Pass out cards (3" x 5") with Roman numerals and capital letters to indicate main topic and subtopics i.e., <u>I</u>, <u>A</u>, <u>B</u>.    - Ask the student with <u>I</u> to name the first main topic.    - Ask the student with the <u>A</u> to supply the subtopic.    - Work through all cards to complete the outline, identifying the topic and subtopics.       <u>Title:</u> Outline Scramble <u>Group Size:</u> small group, entire class <u>Materials:</u> tagboard, felt pens, skeleton outlines   <u>Procedure(s):</u>      - Gather several skeleton outlines using single words		<u>Medley</u>, Houghton Mifflin Series, 1976, Teachers Guide pp 361-363   <u>Mini-Unit in Reading, Book II</u> Fox, Weiner, Globe Book Co., Inc. 1976, pp. 146-148
		<u>District Resources</u>

Suggested Activities: Grade(s) _____	Suggested Monitoring Procedures	Possible Resources
or phrases for topic and subtopic sentences.       . Using tagboard strips, write each individual topic and subtopic on a separate strip.     . Divide students into groups with appropriate numbers to match outline pieces.     . Direct students to beat the clock by trying to organize themselves in the proper outline form.     . The teacher could set a specific time they must beat or the teacher could have students race with another group to see who unscrambles first.       <u>Extension:</u>       . Have each small group take its properly organized outline and write a group story from it.		District Resources   494

Student Learning Objective(s) The student is able to determine the topics and subtopics of a  
selection containing multiple paragraphs.

State Goal

1,10

District Goal

Program Goal

2,6,7

Related Area(s) _____

Suggested Activities: Grade(s) 5-6Suggested Monitoring  
Procedures

Possible Resources

Title: Paragraph Skeletons  
Group Size: entire class  
Materials: a worksheet containing a two  
 paragraph story

Check outlines for form and  
content.Check student stories to see if  
the students stayed with their  
outlines.Procedure(s):

- . Hand out to every student a two paragraph story and read it orally with the students.
- . List the title of the story on the chalkboard.
- . Reread the first paragraph and ask the students to identify the topic (main idea) of that paragraph.
- . Write the topic (main idea) on the chalkboard in whatever form the student has expressed it.
- . Reread the second paragraph and ask students to identify the topic (main idea) of that paragraph.
- . Write the topic (main idea) of that paragraph on the chalkboard, leaving space between first and second ideas.
- . Go back to the first paragraph and ask students for the other, less important ideas found in that paragraph. List those ideas as subtopics below the main idea.
- . Repeat with the second paragraph.
- . Supply Roman numerals where needed and also capital letters for subtopics. Explain the purpose for using the format.

District Resources

Suggested Activities: Grade(s) _____

Suggested Monitoring  
Procedures

Possible Resources

District Resources

497

246

498

Student Learning Objective(s) A. The student knows a numeral in an outline indicates a detail. B. The student is able to determine the topic, subtopics and details of a paragraph. C. The student is able to make an outline from well-written material which identifies topics, subtopics, and details.

State Goal

1,10

District Goal

Program Goal

2,6,7

Related Area(s) _____

Suggested Activities: Grade(s) 6Suggested Monitoring  
Procedures

Possible Resources

Title: Outline Form  
Group Size: small group, entire class  
Materials: tagboard cards with Roman numerals and capital letters

Procedure(s):

- . Make a set of tagboard cards containing Roman numerals and capital letters. A set of cards might contain the following cards, though sets could vary in the total number of cards.

Example:

I.	II.	A.	A.	B.	B.	C.
----	-----	----	----	----	----	----

1.	1.	2.	2.	3.
----	----	----	----	----

- . Randomly pass out cards to students, one card per student.
- . Have students place cards on a table in order to show the correct form of an outline.

Example: (see opposite side)

District Resources

500



Suggested Activities: Grade(s) _____

Suggested Monitoring  
Procedures

Possible Resources

I.

A.

1.

2.

B.

1.

2.

3.

II.

A.

B.

C.

- . Have students record the outline form made with the cards.
- . Shuffle cards and redistribute them to class members. Have students again form an outline using the cards.
- . Have students compare the original outline form to the second outline form.
- . Discuss with students why it is possible to arrange the cards in more than one correct outline form. (Make certain students indent the cards properly as they arrange the outline).

Extension:

- . Give student a written selection. Have him/her identify the topics, subtopics and details. Have him/her arrange the topics, subtopics and details in correct outline form.

District Resources

SUBJECT: ReadingSPECIFIC AREA: Study Skills: Retention

The student knows:

- . studying at the same time and in the same place aids remembering.
- . spacing study time aids memory more than studying all at one time.
- . notes must be re-read to have value.
- . when it is appropriate to:
  - . take notes, i.e., if the purpose is for discussion.
  - . make an outline, i.e., if the purpose is for reporting.
  - . write a summary paragraph, i.e., if the purpose is to summarize.

The student is able to:

- . paraphrase or restate ideas found in reading.
- . retain general information with the use of aids such as notes and outlines.
- . read abbreviations, symbols and shorthand used when taking notes.
- . read notes organized in outline form.

The student values:

Page  
Suggested  
Grade Placement  
District  
Placement

4 5 6 7 8

4-8

251 4-8

253 6-8

253 6-8

253 6-8

253 6-8

255 4-8

257 6-8

7-8

257 6-8

# OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER _____

Student Learning Objective(s) The student knows spacing study time aids memory more than  
studying all at one time.

State Goal

1,10

District Goal

Program Goal

4B, 6

Related Area(s) _____

Suggested Activities: Grade(s) 4-6

Suggested Monitoring  
Procedures

Possible Resources

Title:

Group Size:

Materials:

Procedure(s):

- As suggested by Madeline Hunter in her text, Retention, it may be worthwhile to suggest to your students that shorter and more frequent periods of study may be beneficial in developing their ability to retain information.

Retention, Madeline Hunter,  
TIP Publications, El Segundo,  
Calif. 1967

District Resources

506

251

507

Suggested Activities: Grade(s) _____

Suggested Monitoring  
Procedures

Possible Resources

District Resources

508

252

509



Student Learning Objective(s) <u>A. The student knows notes must be re-read to have value.</u>	State Goal
<u>B. The student knows when it is appropriate to take notes, make an outline, write a summary</u>	District Goal
<u>paragraph.</u>	Program Goal

1.10

District Goal

Program Goal	2.6
--------------	-----

Related Area(s) _____

Suggested Activities: Grade(s) <u>6</u>	Suggested Monitoring Procedures	Possible Resources
<u>Title:</u>  <u>Group Size:</u>  <u>Materials:</u>  <u>Procedure(s):</u>       . Hold a class discussion asking the following questions:     . How do you study a chapter or article?     . Do you read it once, twice or more?     . What else could you do?              (take notes)     . What are notes and why do people take them?              (A list of ideas obtained from a book that help the reader remember information read. Notes may also be used for discussion.)     . Why is it helpful to make an outline of materials read?              (It condenses the information into fewer words, therefore making it easier to remember.       or   Outlines are useful when giving an oral report or when organizing written reports.)       . What other method might you use for studying?              (summary paragraph)     . How does a summary help you?              (Helps student condense information in fewer words.)     . Why is it important to re-read notes?              (It helps organize thoughts and keep the information fresh in your mind.)		
		District Resources
		511

Suggested Activities: Grade(s) _____

Suggested Monitoring  
Procedures

Possible Resources

District Resources

512

254

513

Student Learning Objective(s) The student is able to paraphrase or restate ideas found in State Goal  
reading. District Goal

Program Goal 2,6

Related Area(s) _____

Suggested Activities: Grade(s) 4-6

Suggested Monitoring  
Procedures

Possible Resources

See COMPREHENSION: Literal for activities related  
to this objective.

District Resources

514

255

515

Suggested Activities: Grade(s) _____

Suggested Monitoring  
Procedures

Possible Resources

District Resources

516

256

517

Student Learning Objective(s) A. The student is able to retain general information with the use of State Goal  
aids such as notes and outlines. B. The student is able to read notes organized in outline form. District Goal

Program Goal 2,6

Related Area(s) _____

Suggested Activities: Grade(s) <u>6</u>	Suggested Monitoring Procedures	Possible Resources
<u>Title:</u> What Did It Say?   <u>Group Size:</u> entire class   <u>Materials:</u> social studies or science text, note cards, notebook paper, pencil   <u>Procedure(s):</u>       . Choose a selection from science or social studies text.     . Ask each student to take notes on the information they read and to prepare a skeleton outline of the selection.     . Tell them that afterwards they will be divided into two teams, and a "college bowl" contest will be held with the students using the information from their outlines.       <u>College Bowl Contest:</u>       . Using prepared test items, each team is given the opportunity to respond to a question.     . If the first team is unable to answer the question, the other team is given the opportunity to answer it.     . First team to reach 10 points wins.		District Resources



Suggested Activities: Grade(s) _____

Suggested Monitoring  
Procedures

Possible Resources

520

258

District Resources

521

SUBJECT: ReadingSPECIFIC AREA: Reading in the Content Areas

The student knows:

- . the rate of silent reading depends on the subject matter, the difficulty of the material and the purpose for reading.
- . specialized vocabulary for each subject area.
- * . visual and graphic material is used to get information.
- * . skimming is used to locate the general topic of a paragraph.
- * . scanning is used to locate specific information in a selection.

261 5-8  
 263 4-8  
 267 4-8  
 7-8  
 7-8

The student is able to:

- . adjust reading rate to purpose and difficulty of material.
- . recognize new vocabulary unique to a specific content area.
- . read material for specific purpose, i.e., main idea, locating facts, substantiating ideas.
- * . read material (graphs, charts, scales, etc.) specific to certain content areas.
- * . preview a selection by skimming to locate topics in order to anticipate content and determine relevancy.
- * . scan a selection for important words and/or sentences in order to locate specific information.
- . retain specific information with complete and accurate recall by using mnemonic devices or repetition.
- . use a formal study technique, i.e.,  
 SQ3R (Survey, Question, Read, Recite, Review);  
 Read-Verbalize-Read;  
 PQ4R (Preview, Question, Read, Reflect, Recite, Review);  
 Time-Lapse Reading (read now, wait awhile, read again).

261 4-8  
 263 4-8  
 265 4-8  
 267 4-8  
 7-8  
 7-8  
 7-8  
 7-8

The student values:

OPTIONAL GOALS AND ACTIVITIES

PHYSICAL EDUCATION	MUSIC	SOCIAL STUDIES
ART	LANGUAGE ARTS	MATH
SCIENCE	HEALTH	READING
CAREER EDUCATION	ENVIRONMENTAL EDUCATION	OTHER _____

523

260

524

Student Learning Objective(s) A. The student knows the rate of silent reading depends on the State Goal 1,5,10  
subject matter, the difficulty of the material and the purpose for reading. B. The student is able District Goal   
to adjust reading rate to purpose and difficulty of material. Program Goal 1,3,6  
 Related Area(s) _____

Suggested Activities: Grade(s) <u>4-6</u>	Suggested Monitoring Procedures	Possible Resources
Title: Over The Speed Limit            Group Size: small group or entire class            Materials: worksheet   Procedure(s):            . Hand out worksheet with the following exercise:   You are a race car driver. Some obstacle courses require slow, deliberate driving techniques (like reading a difficult textbook). Other parts of courses are straight and smooth, allowing you to floor it (like fiction, story books)!   Estimate on a scale of:   Five miles----- Seventy miles/hour            Slow and deliberate full speed ahead   How fast you can safely go when reading:       1. Your choice -- library book. _____.     2. Social studies, chapter. _____.     3. A thrilling murder mystery. _____.     4. Directions for a math assignment. _____.     5. A short story on pets. _____.     6. Make up an example of fast driving.     7. Make up an example of slow driving.     8. Make up an example of reckless driving.		Be A Better Reader, Level C, Basic Skills Edition, Nila Banton Smith, Prentice-Hall, Inc., page 147.
		District Resources

Suggested Activities: Grade(s) _____

Suggested Monitoring  
Procedures

Possible Resources

District Resources

527

262

528



Student Learning Objective(s) A. The student knows specialized vocabulary for each subject area.

State Goal

1,5,10

B. The student is able to recognize new vocabulary unique to a specific content area.

District Goal

Program Goal

1,3,6

Related Area(s) _____

Suggested Activities: Grade(s) 4-6Suggested Monitoring  
Procedures

Possible Resources

Title: Know Your Content Areas  
Group Size: entire class  
Materials: Time magazines, manila paper,  
 paste, scissors

Procedure(s):

- . Provide a list of content areas in which the student is to provide examples of special vocabulary words.
- . Students cut out or copy the words and place in appropriate category.

MEDICINE	SCIENCE	POLITICS	MATH	BOOKS	MOVIES

Variation:

- . Give each student a profession or career to research, and have them bring in a list of words associated with that profession or career. Have students transfer words to a wall chart.

District Resources

Suggested Activities: Grade(s) _____

Suggested Monitoring  
Procedures

Possible Resources

District Resources

531

264

532

Student Learning Objective(s) The student is able to read material for specific purpose,

State Goal

1,5,10

i.e., main idea, locating facts, substantiating ideas.

District Goal

Program Goal

1,3,6

Related Area(s) _____

Suggested Activities: Grade(s) 4-6Suggested Monitoring  
Procedures

Possible Resources

See COMPREHENSION: Literal for activities related  
to this objective.

District Resources

533

534

Suggested Activities: Grade(s) _____

Suggested Monitoring  
Procedures

Possible Resources

District Resources

535

266

536

Student Learning Objective(s) A. The student knows visual and graphic material is used to get information. B. The student is able to read material (graphs, charts, scales, etc.) specific to certain content areas.

State Goal	1,5,10
District Goal	
Program Goal	1,3,6

Related Area(s) Mathematics

Suggested Activities: Grade(s) 4-6

Suggested Monitoring Procedures

Possible Resources

Title: Graphs, Two Kinds (Line, Bar)  
Group Size: entire class  
Materials: pencil and paper

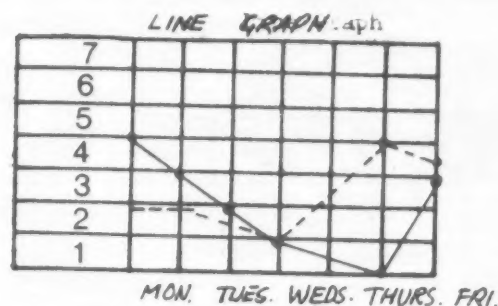
Procedure(s):

- On display board, draw a line graph or a bar graph.
- On the chalkboard, write a number of problems that can be answered by referring to the graphs.

Examples:

Line Graph

The graph below shows the number of traffic tickets given on Highway 5 during a five-day period.



MON. TUES. WEDS. THURS. FRI.

Key: _____ Speeding -----Red Light

- How many speeding tickets were given on Friday?
- How many tickets for running the red light were given on Tuesday?

(When a key is given, emphasize the importance of understanding the key before trying to read the graph.)

After students obtain the information that is requested, have them make up their own graph.

The information which they convey by graph can be 1) hours of sleep they get in one week's time; 2) different temperatures during a five-day period; 3) number of students in class and age in years.

The Reading House Series, Cohen, Hyman, Random House, Publishers

District Resources



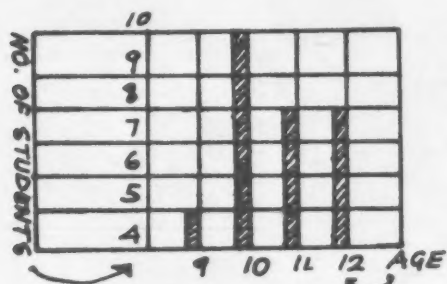
Suggested Activities: Grade(s) _____

Suggested Monitoring  
Procedures

Possible Resources

Bar Graph

The graph below shows the number of students, by age, in a class.



- How many students are 10 years old?
- How many more 10-year-old students are there than 11-year-old students?
- How many students are in the class?

Title: Simple Charts  
Group Size: entire class  
Materials: chalkboard, chalk

Procedure(s):

- Put a sample chart on the chalkboard, such as:

STUDENT LIKES AND DISLIKES (L AND D)

Name	Homework	Sports	Class Trips
Joan	L	D	L
John	D	L	L

- Explain to students that charts help people understand how things are similar and how they are different.

District Resources

Student Learning Objective(s) A. The student knows visual and graphic material is used to get  
information. B. The student is able to read material (graphs, charts, scales, etc.) specific to  
certain content areas.

State Goal

1,5,10

District Goal

Program Goal

1,3,6

Related Area(s) MathematicsSuggested Activities: Grade(s) 4-6Suggested Monitoring  
Procedures

Possible Resources

- . Point out that charts can be read both across and up and down.
- . Go through entire class asking each student to state his likes and dislikes.
- . When class chart is complete, compare the likes and dislikes for similarities and differences.

District Resources

541

542

Suggested Activities: Grade(s) _____

Suggested Monitoring  
Procedures

Possible Resources

District Resources

543

270

544